DOCUMENT RESUME

ED 213 163 EC 141 114

AUTHOR	Robb, Gary M.; And Others
TITLE	Special Education in the Natural Environment: A Training Manual in Providing Outdoor Education, Recreation and Camping for Children with Disabilities.
INSTITUTION	Camp Allen, Inc., Bedford, NH.; Indiana Univ., Bloomington. School of Health, Physical Education and Recreation.
SPONS AGENCY	Office of Special Education (ED), Washington, D.C. Div. of Personnel Preparation.
PUB DATE	81
GRANT	G007801693
NOTE	184p.; For related document, see EC 141 115.
AVAILABLE FROM	Bradford Woods Outdoor Education, Recreation and Camping Center, Department of Recreation and Park Administration, School of Health, Physical Education and Recreation, Indiana University, Bloomington, IN 47402.
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Camping; Case Studies; *Disabilities; Elementary Secondary Education; Inservice Education; *Outdoor Activities; *Outdoor Education; *Program Development; Recreation

ABSTRACT

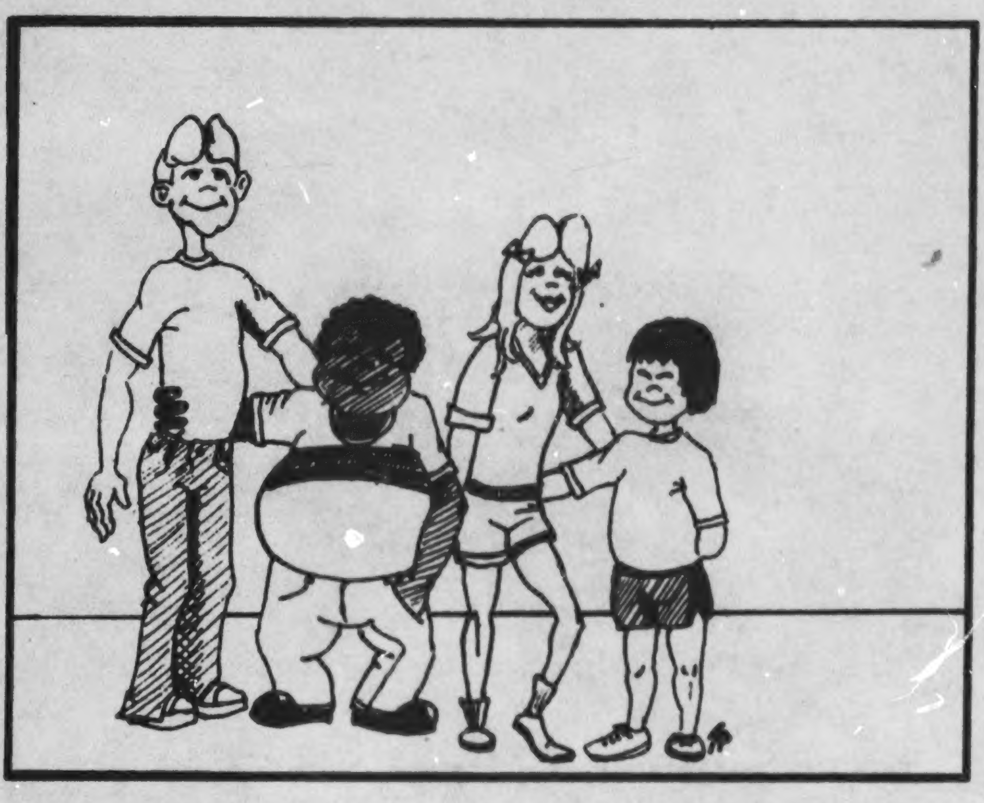
The training manual for use with personnel concerned with outdoor education for the handicapped provides a guide to program development in the areas of background knowledge, skills and methods of outdoor education, individualized planning, and program evaluation. The five units are titled: "Defining," "Introducing," "Individualizing," "Implementing," and "Evaluating." Each unit is organized into: "Critical Question(s)" (questions concerned with major unit components); "Toward an Answer" (overview of needed learning); "Case Study" (example of an experience of an individual or agency); "Enabling Objectives and Learning Activities" (specific objectives and experiences); "Self-Test" (ensuring that learning is completed); and "Learning Resources" (materials, activities, and readings). Some of the critical questions considered by the program include: what is outdoor education; how can outdoor programs benefit my students; how can the needs of individuals in my class/program be met using outdoor experiences; and how can the effectiveness of the outdoor education program be measured? (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED213163

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SPECIAL EDUCATION IN THE NATURAL ENVIRONMENT



A TRAINING MANUAL IN PROVIDING OUTDOOR EDUCATION, RECREATION AND CAMPING FOR CHILDREN WITH DISABILITIES

by

Gary M. Robb
Mark D. Havens
Jeffrey P. Witman

EC 141114

The Project information reported herein was performed pursuant to Grant No. G007801693 from the Division of Personnel Preparation, Office of Special Education and Rehabilitative Services, U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect positions or policy of OSERS, and no official endorsement by the U. S. Department of Education should be inferred.

****
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA
1981
****

This is a PROJECT TORCH Publication in cooperation with Camp Allen, Inc. and Indiana University. For further information and ordering instructions contact:

Bradford Woods Outdoor Education, Recreation and Camping Center
Department of Recreation and Park Administration
School of Health, Physical Education and Recreation
Indiana University, Bloomington, Indiana 47402

FORWARD

This publication represents the efforts of some of the top level individuals in the country dealing with personnel preparation in outdoor education, recreation and camping for children with disabilities. The leadership provided by Gary M. Robb, Director of Bradford Woods, has enabled the project staff, advisory committees, review panels, trainees, and coordinators to pull together a definitive training statement in this area.

The Training Units provide excellent materials, case studies and problem solving opportunities which should enable the trainer to instill the necessary competencies in the training process. The program covers the concerns of background knowledge, skills and methods of outdoor education, individualized planning and implementation of program areas of vital importance in the evaluation of the program.

The Resource Guide provides us with highly needed information on task analysis, descriptions of activities, and techniques to be used in activities. There is also a highly pertinent annotated bibliography that is an invaluable update to our knowledge base in outdoor education for the disabled. The equipment section certainly provides a cost-effective approach for the use of implementors of the described programs.

These materials were developed under special project funding from the Office of Special Education (formerly BEH) U. S. Department of Education to help meet the national needs reflected in the education of handicapped children. They demonstrate an effective alternative approach to the education of handicapped children for use by special educators, recreation personnel, regular educators, parents and other individuals facilitating the improvement of the quality of life for handicapped individuals.

William A. Hillman, Jr.
Coordinator Recreation and
Physical Education Programs
Office of Special Education
U. S. Department of Education
Washington, D. C.

ACKNOWLEDGEMENTS

Anyone that has ever been involved in a substantive developmental project, be it research, demonstration and/or training, recognizes that the ultimate products and outcomes reflect the impact of literally hundreds of individuals, organizations and agencies. The outcomes of this project are no exception.

Special recognition is extended to Mr. William A. Hillman, Jr., who served as Project Officer for the Division of Personnel Preparation, Office of Special Education, U. S. Department of Education. Without Mr. Hillman's support and contributions, this project would have been impossible. While it is impossible to cite the contributions of all persons contributing to the project during the four years of its existence (1977-1981), we extend our gratitude to the hundreds of children and parents that have participated and supported our efforts. Additionally, the following people have provided guidance and invaluable input during the course of the project. To them, we are deeply indebted.

NATIONAL ADVISORY COMMITTEE

Thomas Shea, Southern Illinois University
Dennis Vinton, University of Kentucky
Marcia Carter, University of Tennessee
Richard Endres, Camp Confidence, Minnesota
Elizabeth Farley, University of Kentucky
Gene Dayton, Breckenridge Outdoor Center, Colorado
Gerald Hitzhusen, University of Missouri
Bernard Schrader, Bradford Woods, Indiana
Laurie M. Backus, Camp Blue Sky, Missouri
Steve Brannan, Portland State University
Gary Thompson, University of Missouri

REGIONAL ADVISORY COMMITTEE

Mary Osgood, Special Education, N. H.
Bob Forsten, Otter Lake Conservation School, N. H.
David Flint, Kimi Nichol Developmental Center, N. H.
Chris Roland, Grinnell School, Derry, N. H.
John Shank, Fuller Mental Health Center, Ma.
Gus Zaso, University of N. H.
Gladys Williams, Camp Lincoln Hill, Ma.
Cynthia Hatch, North Shore Special Education Consortium, Ma.
Len Meyers, Hale Reservation, Ma.
Frank Robinson, Northeastern University, Ma.
Karen Lepore, Dracut Public Schools, Ma.
Terry Dennis, Crotched Mt. Center, N. H.
Gerald Fain, Boston University, Ma.

PROJECT TRAINEES

*New England

Karen Lepore, Dracut Special Education, Ma.
Colleen Didio, Lakeway Elementary School, N. H.
Carol Pulsford, Merrimack Special Education, Ma.
Deborah Schulenberg, Lakeway Elementary School, N. H.
Ellen Morrison, Merrimack Special Education, Ma.
Carol Dixon, Merrimack Special Education, Ma.
Barbara Bertrand, Frank Jones School, N. H.
Chris Roland, Grinnell School, Derry, N. H.
David Flint, Kimi Nichols Developmental Center, N. H.
Kathy McAndrews, Ash Street School, N. H.
Susan Keefe, Laconia State School, N. H.
Vivian Schmidt, Norwest Special Education Consortium, New York
Betsy Finer, Developmental Center, N. H.
Kathy Wing, Derry Village School, N. H.
Ann Walls, Laconia State School, N. H.
Lesa Lakeman-McDonald, Paul Smith School, N. H.
Pauline Richey, Lakeway Elementary School, N. H.
Mary J. Bouras, Johnathan Daniels School, N. H.
Donna Primrose, Johnathan Daniels School, N. H.
Greg Hritcho, Laconia State School, N. H.
Cindy Schneider, Laconia State School, N. H.
Ann Bradley, Laconia State School, N. H.
Kathryn Smith, Pemigewasset Developmental Center, N. H.
Margory Salmon, Vermont Achievement Center, Vt.
Kathy Dalton, Grinnell School, N. H.
Gretchen Taylor, Rochester School, N. H.
Nancy Howard, Amoskeag Center, N. H.

*Indiana

Karen McKearn, Belzer Junior High School, Indianapolis
Debra Maudlin, White River Elementary School, Indianapolis
Mary Edington, MSD of Martinsville, Martinsville
Vicky Theil, Westfield School Center, Westfield
Cathy Dierdorf, Westfield School Center, Westfield
Steve Reed, Westfield School Center, Westfield
Bud Nowicki, Westfield School Center, Westfield
Leslie Green, Stone Belt Center, Bloomington
Susan Ford, Templeton Elementary School, Bloomington
Joann Alexander, South Central Community Health Center, Bloomington
Susan Geesa, RISE Learning Center, Indianapolis
Joan Travis, Stone Belt Center, Bloomington
Jeannette Thornburg, Clay Community Schools, Brazil
Marilyn Jackson, Clay Community Schools, Brazil
Virginia Harris, Clay Community Schools, Brazil
Mike Livovich, Clay Community Schools, Brazil
Carol LaRoche, MSD of Martinsville, Martinsville

Anne Hammond, Stone Belt Center, Bloomington
Judy Flowers, Putnam-West Hendricks, Bainbridge
Cathy Caviness, Westfield Middle School, Westfield
Jane Truax, Eastern Elementary School, Charlottesville

NATIONAL REVIEW PANEL

Steve Brannan, Portland State University
Thomas Shea, Southern Illinois University
Betsy Farley, University of Kentucky
Laurie M. Backus, Estes Park, Colorado
Gerald Hitzhusen, University of Missouri
Chris Roland, Boston University

REGIONAL TRAINING COORDINATORS

Ed Hamilton, Virginia Easter Seal Society
Mick Stewart, Radford University, Virginia
Linda Sauerwein, Babler State Park, Missouri
Gerald Hitzhusen, University of Missouri
Steve Brannan, Mt. Hood Kiwanis Camp and Portland State University

PROJECT OFFICER

William A. Hillman, Jr., Division of Personnel Preparation, Office of Special Education, U. S. Department of Education, Washington, D. C.

*PROJECT STAFF

Gary M. Robb, Project Director (1977-79); Primary Consultant (1980-81)
J. Peter Griffin, President, Camp Allen, Inc.; Project Director (1980-81)
Jeffrey P. Witman, Project Coordinator (1977-79)
Mark D. Havens, Graduate Assistant (1978-79); Training Director (1979-81)
Wayne A. Vaughn, Outdoor Specialist (1978-79); Training Director (1979-80)
Vickie W. Robb, Secretary
Bonnie J. Ku, Staff Assistant
Debra Deppert, Intern
Carol Caughy, Intern
Patricia Dunn, Intern
Dale Abell, Graduate Intern
Bernard Schrader, Program Assistant
Sunny P. Ku, Program Assistant

COVER DESIGN AND ART WORK

John Butterworth, Indianapolis, Indiana

***NOTE**: Personnel changes in mid-1979 resulted in shifting of some project activities and staff assignments. Indiana University's Outdoor Education Center at Bradford Woods was selected as a primary training site.

CONTENTS

PAGE

INTRODUCTION.. 1

KEY TERMS... 8

UNIT I - DEFINING

Critical Questions.. 11

Toward An Answer... 12

Case Study.. 12

Enabling Objectives/Learning Activities.............. 13

Self-Test.. 15

Resources... 17

Learning Resource I-A - Outdoor Educators Can Do It Almost Anywhere: Some Introductory Activities/ Experiences For Disabled Individuals.............. 18

- Natural Obstacle.. 20
- Teepee Fire... 22
- The Incredible Journey................................. 24
- Whats In There... 25
- Energy Relay... 26
- Quadrant Study.. 27

Learning Resource I-B - Some Facts About Outdoor Education.. 28

Learning Resource I-C - A Theory of Environmental Education.. 30

Learning Resource I-D - A Philosophy of Education.... 34

UNIT II - INTRODUCING

Critical Question... 36

Toward An Answer... 37

Case Study.. 37

Enabling Objectives/Learning Activities.............. 38

Self-Test.. 40

Resources... 42

Learning Resource II-A - From Frill to Necessity: Outdoor Programming As An Integral Component of Individual Education Programs.................. 44

- Sample Outdoor Education Program.................. 45
- Worksheet: Meeting IEP/TPO's....................... 51
- Worksheet: Processing Guides........................ 53

Learning Resource II-B - Rationale Building

Activity.. 55

PAGE

Learning Resource II-C - Initiating Curriculum Change.. 57

Learning Resource II-D - Facilitating Adaptation..... 58

UNIT III - INDIVIDUALIZING

Critical Question.................................. 60

Toward An Answer.................................. 61

Case Study.. 61

Enabling Objectives/Learning Activities.............. 63

Self-Test.. 64

Resources.. 65

Learning Resource III-A

  Sample Applications............................. 66
  Settings.. 69
  Fieldtrips/Day Programs......................... 70
  Refocused IEP's For Outdoor Setting............. 71

Learning Resource III-B - Project Explore Activity Classification System............................ 73

Learning Resource III-C - Activity Selection Exercises.. 78

Learning Resource III-D - Activity Adaptation Exercise... 83

UNIT IV - IMPLEMENTING

Critical Question.................................. 86

Toward An Answer.................................. 87

Case Study.. 87

Enabling Objectives/Learning Activities.............. 89

Self-Test.. 90

Resources.. 92

Learning Resource IV-A - Planning Worksheet.......... 94

Learning Resource IV-B - Sample Schedules and Forms.. 100

  Sample Schedule of Activities.................... 101
  Information Sheet For Parents.................... 104
  Suggested Clothing List.......................... 105
  Medication Permission............................ 106
  Other Permissions/Forms.......................... 107

Learning Resource IV-C - Standards: A Potpouri...... 112

Learning Resource IV-D - Safety and Health Guidelines...................................... 118

PAGE

Learning Resource IV-E - Outdoor Ethics.............. 122

Learning Resource IV-F - Process Considerations...... 124

UNIT V - EVALUATING

Critical Question.................................. 129

Toward An Answer................................... 130

Case Study... 130

Enabling Objectives/Learning Activities............ 133

Self-Test.. 134

Resources.. 135

Learning Resource V-A - Performance Measures Worksheet.................................... 136

Learning Resource V-B - Some Tools For Evaluation.... 139

Activity Evaluation Form........................... 142
Student Objective Checklist........................ 144
Environmental Components........................... 145
Educational Objectives............................. 146
Content Quiz....................................... 147

Learning Resource V-C - Purpose of Evaluation........ 148

Learning Resource V-D - Program Overview............. 150

Learning Resource V-E - Planning Activities.......... 152

Learning Resource V-F - Student Questionnaire........ 154

Learning Resource V-G - Parent Questionnaire......... 155

Learning Resource V-H - Tips on Evaluation........... 157

ADDITIONAL RESOURCES............................... 158

ADDITIONAL FILMS/RECORDS........................... 165

OUTLINE FOR CONDUCTING AN INSERVICE TRAINING WORKSHOP.. 167

SPECIAL EDUCATION IN THE NATURAL ENVIRONMENT

INTRODUCTION

In 1977 Camp Allen, Inc., located in Bedford, New Hampshire, received a one year grant from the Office of Special Education, U. S. Department of Education (formerly the Bureau of Education for the Handicapped/HEW) to develop a competency based inservice training program in outdoor education, recreation and camping for personnel working with severely handicapped children. That project, along with a subsequent three year grant from the same agency, provides the basis for this publication as well as the companion Resource Guide.

WHY OUTDOOR EDUCATION?

Outdoor education, recreation and camping programs have for over 50 years been the source of learning, enjoyment and personal growth for literally millions of children in this country. Yet, only recently have children who are disabled had the opportunity to become involved in the wonderful experiences that await them in the outdoor environment. By the very nature of the out-of-doors, many programs and natural resources have simply not been accessible to children with physically limiting disabilities. Other handicapped children have been excluded because of the stereotypical attitudes towards participation in such activities as well as overprotective attitudes based on lack of understanding of the possibilities that exist in the out-of-doors for learning, rehabilitation and recreation.

Public Law 94-142 (The Education For All Handicapped Children Act of 1975) has literally torn down heretofore unpenetratable barriers in providing access and availability of appropriate education and related services for children who are disabled. While P. L. 94-142 has yet to prove itself as a panacea in solving all problems associated with the education of children who are disabled, it is no doubt the single greatest legislative effort designed to begin to resolve some of these problems.

One major concern and need that has been evidenced and experienced by teachers and other personnel working with children who are disabled, is the problem of designing creative and effective educational experiences to meet the requirements of Individual Education Plans (IEP's). Similarly, personnel working with severely handicapped children in institutions and other sheltered or maximum care programs, have and continue to be challenged to find alternative approaches to education and rehabilitation in meeting individualized Treatment Plan Objectives (TPO's).

SPECIAL EDUCATION IN THE NATURAL ENVIRONMENT offers one alternative approach to assist personnel working with children who are disabled in resolving this problem. Outdoor education as presented here, should be viewed by the reader/user as a methodology. Outdoor education can be utilized severay ways in facilitating the educational and/or treatment programs for all children. It can be used:

1. To supplement the prescribed IEP and TPO via activities that will create an environment conducive to achieving specified objectives, e.g., use of schoolgrounds or community park in teaching a science concept.
2. To complement the individualized program by using an outdoor oriented activity as a concommitant learning technique, e.g., involving the student(s) in an orienteering activity to complement corresponding classroom activities used to develop mathematic skills.
3. As the primary learning methodology, outdoor education activities and experiences can be utilized to meet specific individualized objectives in any content area, i.e., physical motor development; self-help development; academic development; thinking skills/problem solving; personal/social adjustment, e.g., a residential outdoor education experience by way of the 24 hour living environment could enhance self-help skills-grooming, making bed, eating; physical motor skills-hikes, boating; academic skills-e.g., language development-describing various bird sounds, animal tracks, leaf shapes, colors; thinking skills/problem solving-nature lotto, color match; personal/social skills-campfire skit, making s'mores, sharing hikes.

MATERIALS DEVELOPMENT

The activities, resources and other materials contained in SPECIAL EDUCATION IN THE NATURAL ENVIRONMENT have been field tested as of this printing, by over 200 special education teachers and other personnel concerned with providing effective educational, recreational and rehabilitative programs with children who are disabled. As a result of regional inservice training programs in New England, Indiana, Oregon, Missouri, Ohio and Virginia, literally thousands of children have had the opportunity to participate in school based, community based, and residential outdoor education experiences. Children participating in these programs have represented the broadest range of disabling conditions, from those with minimal learning disabilities to those with severe behavior disorders, to children with totally involved physical disabilities. The materials have been designed for maximum use regardless of student characteristics. Since the IEP is the key element in the child's educational program, activities and resources selected for inclusion have been used and adapted for children with a broad cross section of disabilities and for the achievement of diverse individualized objectives.

INTRODUCTION TO THE MATERIALS

SPECIAL EDUCATION IN THE NATURAL ENVIRONMENT consists of two separate volumes, 1. Training Manual and 2. A Resource Guide. The two publications are designed to complement each other, but, either can be used separately. This primary purpose of both volumes is to provide essential content as well as process materials that can be utilized for self-instruction and inservice training for personnel wishing to initiate outdoor education programming with children who are disabled. In addition, many of the activities that are included for training purposes will also easily translate to school outdoor education programs to be conducted with trainee's respective students or clients.

TRAINING MANUAL

The Training Manual consists of five Learning Units. These units are titled as follows:

Unit I - DEFINING
Unit II - INTRODUCING
Unit III - INDIVIDUALIZING
Unit IV - IMPLEMENTING
Unit V - EVALUATING

In addition, a definition section as well as a comprehensive annotated bibliography is provided. Each unit consists of the following:

CRITICAL QUESTION(S):	Questions that relate to the major components that are encompassed within each unit.
TOWARD AN ANSWER:	A brief overview of the learning that needs to take place in order to respond to the critical question.
CASE STUDY:	An actual example of an experience that has led to an individual or agency answering the critical question.
ENABLING OBJECTIVES AND LEARNING ACTIVITIES:	Specific objectives and learning experiences that the planner should engage in, in order to complete the learning within the unit.

SELF-TEST: A final check to insure that learning within the unit is completed.

LEARNING RESOURCES: Materials, activities and readings corresponding to objectives and activities.

OVERVIEW OF TRAINING MANUAL UNITS

Unit I - **DEFINING** provides the user with background information on what outdoor education consists of and provides the user with the opportunity to develop a philosophy in justifying outdoor education as a viable component of an educational or rehabilitative program. The learning activities and resources will allow the user to develop a rationale for how outdoor education can directly benefit their handicapped students/clients.

Unit II - **INTRODUCING** focuses on the development of skills and methods associated with gaining approval and support for the implementation of an outdoor education program with children who are disabled. While the planner may be "sold" on the potential benefits of outdoor education, the support of colleagues, administrators, parents as well as the potential recipient is essential. The learning activities and resources contained within this unit will provide the essential experiences for the user to develop the arsenal necessary to address the questions and concerns of others.

Unit III - **INDIVIDUALIZING** provides the planner/user with opportunities to begin to develop an actual outdoor education program for her/his clients. Several learning activities and resources are provided to guide the planner through the activity selection process, based on the individual educator's plans or treatment program objectives of their students clients.

Unit IV - **IMPLEMENTING** moves the planner from the conceptual to the application phase. This unit considers the multitude of logistics, program, health safety, scheduling and processing concerns that must be addressed prior to actually conducting an outdoor education program, and particularly one that will take place in residence in an outdoor education center. Learning activities and resources in this unit are extensive and take into account all considerations that the planner must be familiar with prior to the residential experience. In addition to the above, these include such matters as financing, food service, transportation, medical coverage and required forms and clearances.

Unit V -EVALUATING identifies a number of approaches and resources that the planner may wish to use in order to assess the effectiveness of the program and the benefits that are derived from participation in outdoor education. Learning activities and resources provide the user with exercises in developing appropriate behavioral objectives, developing formative evaluation instruments and collecting assessment data. Included are sample tools for activity selection relative to the attainment of IEP's, learning assessment tools, teacher checklist, success rating forms, parent feedback questionnaire and student questionnaire.

RESOURCE GUIDE

The Resource Guide consists of four separate sections. They are:

1. ANALYZED ACTIVITIES (INCLUDING A THEME SECTION)
2. TECHNIQUES
3. RESOURCES
4. EQUIPMENT

Section I: ANALYZED ACTIVITIES

This section provides a descriptive process for analyzing various activities based on individual objectives for one's student or client. The section begins by taking the user through the process with example activities, based on hypothetical student objectives. The remainder of this section provides breif descriptions of - different activities and sample goals for each learning area, i.e., sensory motor development; self-help development; academic development; thinking skills/problem solving; and personal/social development. Also included is a section on the theme approach to outdoor programming, i.e., theme on animal life, plant life, etc. A sample theme program is provided as well as directions for use of additional themes (i.e., length of time needed to implement the theme, collection of activities, etc.).

Section II: TECHNIQUES

This section lists major programs and/or organizations that provide training in a variety of outdoor education techniques and skill areas. Techniques are described in detail in the following sub-sections:

A. Hikes (sensory hikes, night hikes, etc.)

B. Awareness Activities (sensory awareness, ecology awareness, nature arts)

C. Songs, Stories and Dramatic Activities

D. Special Events and Evening Programs

E. Adventure Activities

Each sub-section also contains a listing of pertinent written materials and contact persons/agencies for each area.

Section III: RESOURCES

This section is a partially annotated bibliography of major resources that are available and are grouped by the categories of:

Philosophy/Rationale
Administration
Programming/Techniques
Nature Identification
Films/Records

Section IV: EQUIPMENT

This section contains information on inexpensive easy-made outdoor education equipment. Directions are provided for making each piece of equipment and a drawing is included to demonstrate the potential use of each item.

USE OF MATERIALS AND THE USER

These materials (Training Manual and Resource Guide) are intended to provide basic training for persons providing educational and rehabilitative services for children who are disabled (severity of disability not specified). Special education teachers, administrators, physical education and recreation personnel as well as occupational and recreational therapists are intended as primary users. They have been developed to allow the potential user to go beyond the awareness level relative to outdoor education programming. While the user may well wish to consult with content experts (outdoor education/recreation/camping professionals), they can expect to become competent outdoor leaders in their own right once they become well versed in these materials and after several actual outdoor education experiences with their students/clients.

The outdoor education experience will ultimately be more meaningful, have more carryover value and will more rapidly become an integral part of the educational program when the primary teacher, therapist or resource person develops the competencies to plan, develop, conduct and evaluate them.

The user of these materials should view them as a starter package and not as an all encompassing resource. In addition, the materials will undoubtably be more useful if outdoor education is viewed as a methodology for achieving individualized education or rehabilitative objectives. The ultimate value of these materials will be best tested through ongoing use with children. This can best be accomplished through a progression of steps: Inclassroom activities-activities conducted on the school or agency property-use of community parks and playgrounds-trips to county, state, regional and/or national parks, forests and historic sites-and ultimately, a planned residential (3-5 day) outdoor education experience at an appropriate camp or outdoor education center.

DISCUSSION OF KEY TERMS

OUTDOOR EDUCATION

When the words "Outdoor Education" are mentioned, people frequently relate in isolated terms such as: camping, outdoor recreation, nature study, adventure, conservation education, ecology, etc. Outdoor education includes all of these components which formulate a methodology or "tool" for learning. Only when a well planned program is constructed utilizing all such components does the out-of-doors become an educational medium.

Outdoor education is education in the out-of-doors. This is a simple concept but repeatedly classrooms become filled with natural materials (i.e., bird nests, pine cones, seashells, etc.) or the gym is turned into an archery range. Outdoor education is taking the students to the materials where they exist in their natural environment.

Outdoor education is education about the out-of-doors. The classroom is an effective place to begin the understanding of the natural environment. Movies, lectures, books, etc. can originate the journey towards understanding the outdoors, but only if the students venture out to the object in question does the journey continue.

Outdoor education is education for the out-of-doors. As the outdoor leader and participant become more aware of the natural environment they begin to understand their crucial relationship with nature. Only then will they make intelligent and positive actions which will benefit both the natural environment as well as themselves.

EFFECTIVE OUTDOOR PROGRAMS

An effective outdoor education program cannot consist solely of a residential camping experience or a specific outdoor activity. The effective program must consist of lead-up activities (activities prior to the residential experience) and follow-up activities (activities following the residential experience); creating a continuous ongoing program. In providing lead-up and follow-up activities the following resource areas can be utilized: classroom, gym, playground, city park, state park, national park, open fields. Without the lead-up and follow-up activities, the residential outdoor education experience becomes a mere "outing" with little educational potential; use all resources, both people and places.

RESIDENTIAL OUTDOOR SETTING

The 24 hour residential outdoor education experience is the most effective element of the outdoor program. The extended schedule allows for a myriad of potential benefits (i.e., increased diagnostic potential, parent respite, increased consistency in skill development, heightened student/teacher rapport). The residential experience is extremely educational if lead-up and follow-up activities are implemented. Residential settings include: winterized outdoor education centers, camps, national and state parks and wilderness areas. These experiences generally run from two days to a full week.

THE OUTDOOR PLANNER

The material contained in this publication is designed for personnel involved in the education of children with disabilities. The primary planner in this instance is the classroom special education teacher. The classroom teacher must be involved in the planning and implementation of the effective outdoor program or the program becomes a series of isolated inconsistent experiences (i.e., activities on Friday afternoons run by the gym teacher). Other planners include: recreational therapists, adaptive physical education teachers, occupational therapists, special education administrators, and outdoor education professionals. These planners must involve the classroom teacher, or the person who is primarily involved in the education or rehabilitation of the student/client; this makes for an effective outdoor education program.

THE STUDENTS/CLIENTS

The purpose of the information provided in this guide is to enhance the total learning process of children with disabilities. The materials have been implemented with students/clients who have a broad range of disabilities including: severely, profoundly, moderately and mildly mentally handicapped, physically handicapped, emotionally disturbed, economically and socially disadvantaged, visually impaired, hearing impaired, and multiply handicapped. Student/clients from all the above mentioned disability areas have benefited from inclusion in effective outdoor programs.

ENVIRONMENTAL EDUCATION

Outdoor professionals realize the need to educate the populace in all aspects of mans relationship to his/her environment. Where "outdoor education" has emphasized the attempt of enlightening humans as to their relationship with nature, "environmental education" takes the emphasis further by pointing out the need for understanding man's fusion with all environments, both man-made and natural; for example: students must learn about how pollution effects their urban environment e.g., where sewage finally ends up; what automobiles do to the suburbs, etc. Both the Training Manual and the Resource Guide make limited references to the term "Environmental Education," as the primary emphasis is on "Outdoor Education." This does not mean that awareness of all environments (man-made and natural) is not advocated. All outdoor leaders should strive to educate everyone as to their effective (positive and negative) on the entire planet.

COMPETENCY-BASED CURRICULUM

Competency-based curriculum is an educational process which emphasizes student (planner) acquisition of skills required for a task designated as necessary for occupational and/or professional functioning. This process has been utilized for the curriculum provided in both documents (Training Manual and Resource Guide), and is designed for planners to develop skills necessary in becoming competent leaders of outdoor education programs. The major concepts included in this approach are a) individualized learning, b) accountability and c) specificity of learning objectives in behavioral terms.

INSERVICE TRAINING

Inservice Training consists of any training other than that received by an individual in a full-time program which leads to a college degree. Inservice training using the Training Manual and Resource Guide will enable individual to grow within their job expectations and will assist them in preparing for changing roles.

UNIT I

DEFINING

CRITICAL QUESTIONS:

WHAT IS OUTDOOR EDUCATION?
WHAT DO OUTDOOR PROGRAMS CONSIST OF?
HOW CAN OUTDOOR PROGRAMS BENEFIT MY STUDENTS?

TOWARD AN ANSWER: This unit focuses on the development of both a personal and professional rationale for utilizing the natural environment as an educational medium. A strong rationale will provide the reader with:

- **A PERSONAL PHILOSOPHY**, regarding the importance of outdoor education as both an educational medium and as a necessary tool for assisting all people in the understanding of their relationship with the world around them. The outdoor leader must develop a strong personal philosophy before he/she becomes an effective advocate of outdoor programming.
- **A PROFESSIONAL PHILOSOPHY**, which is necessary for the development of appropriate program goals and objectives. This professional philosophy must be geared toward the myriad of questions which will be asked by administrators, parents, fellow teachers, and students. Having valid answers to the wide range of questions will be most critical in the success of the outdoor program.

CASE STUDY: It is essential to build a rationale based on your own uniqueness, your students characteristics and the nature of your agency or school. As an example, a resource room teacher wrote the following summary after a four day residential outdoor education experience with her students:

> Can it be put in words? As briefly as possible, the experience was the most rewarding four days I've spent in my teaching career. Not having to work within the constraints of a school day schedule, a small room and the relatively confining area of a school with 250 people, enabled us to learn in a relaxed and stimulating environment. Several of my students are highly stimulated kids who often get into trouble from their urge to touch everything. This behavior is a very appropriate one to possess in the outdoors and I believe it is what enabled them to learn far more in four days than I had ever expected. Their vocabulary, awareness of their surroundings, memory of events and overall feelings about the experience grew positively.
>
> For other students who come from very protective home environments (to the point of inhibiting normal growth patterns) or very inconsistent home patterns, the opportunity (in fact, necessity) to perform daily living skills by themselves in a consistent and secure environment helped them gain a great deal of self-confidence

and pride in their own abilities. The attitudes they've reflected since returning home have brought positive comments from parents who are still wondering at their changed youngsters. The relationships that developed between students and myself have also carried over back to school. We developed some new understandings of each other as people instead of roles and have continued to work and feel closer to each other since returning to school. In one case, the trust and openess that developed between one student and I enabled me to alter some circumstances at school that he finally confided to me were fearful and unpleasant. As a result, his two main behavior problems (stealing and lying) have disappeared. Another student has become so talkative and outgoing that many other teachers have mentioned the change in him.

In another case, I finally realized that one child I've tried so hard to get to establish relationships with "average" kids was much happier with the kids at camp who are far below his ability levels. At camp, he did not have to compete for space or recognition and his attitude toward himself is much more confident and happy.

The overall experience left me with nothing but positive feelings and attitudes. It also made room for the sad realization upon returning to school, that the public school as it exists is not the most appropriate and certainly not the least restrictive learning environment for two of my students.

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. OBJECTIVE: Describe the content of outdoor education and recreation.

   ACTIVITIES: -Read Learning Resource I-A (Outdoor Educators Can Do It Almost Anywhere)
   -Read Learning Resource I-B (Some Facts About Outdoor Education and Recreation).

2. OBJECTIVE: Describe the relevance/value of outdoor education and recreation as a medium to accomplish Individual Education Plan and Treatment Plan Objectives.

   ACTIVITIES: -Try two of the activities described in Learning Resource I-A with your students. Analyze (in writing) the two activities in the same manner as exemplified in the case study in I-A.

3. OBJECTIVE: Develop a personal philosophy and rationale for outdoor education and recreation.

ACTIVITIES:
- -Read Learning Resource I-C (A Theory of Environmental Education).
- -Read Learning Resource I-D (A Philosophy of Education).

SELF-TEST

I. List ten outdoor education and recreation activities.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

II. List three alternate settings (other than the classroom) in which these activities could be conducted.

1.

2.

3.

III. For the following activities; complete the blanks by generating examples of potential applications in each of the following skill areas: motor, communication, learning, social and independent living (Refer to the Project TORCH Resource Guide or Learning Resource I-A for the Description of Process for each activity.)

1. Activity: Building a Teepee Fire

Applications:

Motor - demonstrates the ability to tear or cut (example)

Communication - ____________________

Learning - discriminates by sizes or by different types of wood (example)

Social - ____________________

Independent Living - ____________________

2. Activity: Trust Walk

Applications:

Motor - demonstrates increased balance (example)

Communication - ____________________

Learning - ____________________

Independent Living - ____

Social - ____

3. Generate a statement describing your personal philosophy of outdoor education and recreation (at least 250 words). The following questions can be utilized as a reference:

   a. Why is man's relationship with the natural environment important?

   b. What is outdoor education?

   c. Why should student's who have disabilities participate in outdoor education programs?

   d. Why are outdoor programs educational?

   e. How can outdoor activities be utilized as educational "tools" for learning?

RESOURCES

Donaldson, George W. and Goering, Oswald. Perspectives in Outdoor Education...Readings. Wm. C. Brown Company Publishers, Dubuque, Iowa.

Included in this book are several different readings concerning outdoor education as to its past, present, and future. Authors contribute rationale components as well as sample outdoor programs.

Hammerman, Donald R. and William, M. Outdoor Education: A Book of Readings. Burgess Publishing Company, Minneapolis, Minn., 1973.

This book of readings contains the perceptions of many outdoor education leaders concerning the nature and value of outdoor education. Each author analyzes outdoor education from a different frame of reference.

Hammerman, William (Editor). Fifty Years of Resident Outdoor Education: 1930-1980. American Camping Association, Bradford Woods, Martinsville, Indiana, 1980.

(others)

Carson, Rachel. Silent Spring. Fawcett Crest Books, New York, New York, 1962.

Dacey, John S. New Ways to Learn. Greylock, Publishers, 1976. Available through ACA.

Leopold, Aldo. A Sand County Almanac. Ballantine Books, 36 West 20th Street, New York, N. Y., 1949.

Udall, Stuart. The Quiet Crisis. Holt, Rinehart and Winston, New York, New York, 1963.

LEARNING RESOURCE I-A

OUTDOOR EDUCATORS CAN DO IT ALMOST ANYWHERE: SOME INTRODUCTORY ACTIVITIES/EXPERIENCES FOR DISABLED INDIVIDUALS

INTRODUCTION

Outdoor planners have experienced success in achieving IEP (Individual Education Program) and TPO (Treatment Plan Objectives) Objectives, through the utilization of specific outdoor education activities. The planner must be able to select activities which contain learning components that will supplement the achievement of objectives stated in a handicapped child's IEP (planners have found that, in some cases, outdoor activities are the single most effective medium for achieving certain objectives).

In order to choose appropriate outdoor activities, the planner must be able to analyze outdoor experiences, thus understanding the inherent learning components for each. The following process has been found to be effective for outdoor planners:

> Five goals have been established as potential areas which outdoor activities along with their inherent learning components, will enhance the achievement of individual objectives. They include:
>
> Goal 1. Sensory Motor Development
> Goal 2. Self-Help Development
> Goal 3. Academic Development
> Goal 4. Thinking Skills/Problem Solving Development
> Goal 5. Personal/Social Development

The next concern in the process is to choose sub-goal(s) for each goal area. For example, if the planner has a student who needs improvement in the area of fine motor skills then the process at this point would be:

1. Goal: Sensory Motor Development
   Sub Goal: to improve fine motor skills

(note: this would be done for each of the other four goal areas. If you had a student who needed to improve the development of sharing skills, then this would be the Sub Goal under the Goal Area of Personal/Social Development) for example:

5. Goal: Personal/Social Development
   Sub Goal: to improve sharing skills

The next concern is to review the Descriptive Process (format) of each potential activity and list the learning Components which might enhance the achievement of each sub goal. For example:

Activity: Pine Cone Bird Feeders

Description of Process (Format)

1. Mix together one teaspoon each of bread crumbs, bird seed, cornmeal, oatmeal, and peanut butter.
2. Spoon the mixture between the openings in a pine cone.
3. Tie a string onto the pine cone and hang it outside.
4. Discuss characteristics of at least two birds (i.e., blue jay, woodpecker, etc.).
5. Play bird recordings during activity.
6. Have bird feathers available.
7. Have class observe bird feeders.

1. Goal: Sensory Motor Development
   Sub Goal: to improve fine motor skills

   Components: measuring ingredients
   mixing ingredients
   spooning ingredients into pine cone
   tying string onto pine cone

This process would be done for each of the other four sub goal areas (note: if the planner would have chosen to improve gross motor skills under 1. Goal (Sensory Motor Development) then the components listed would have been different. For this particular activity, the only component that would had led to the possible achievement of gross motor skills is; hanging the bird feeder outside. Therefore, it would be assumed that this activity would not be effective for enhancing the achievement of gross motor skills). To further clarify the analyzing outdoor activities process, review the following case study:

J. L. a teacher of the moderately mentally handicapped has a student who needs improvement in the goal areas of Sensory Motor Development and Academic Development.

STEP 1: J. L. chooses an activity which she thinks may be appropriate from the Project TORCH Resource Guide.

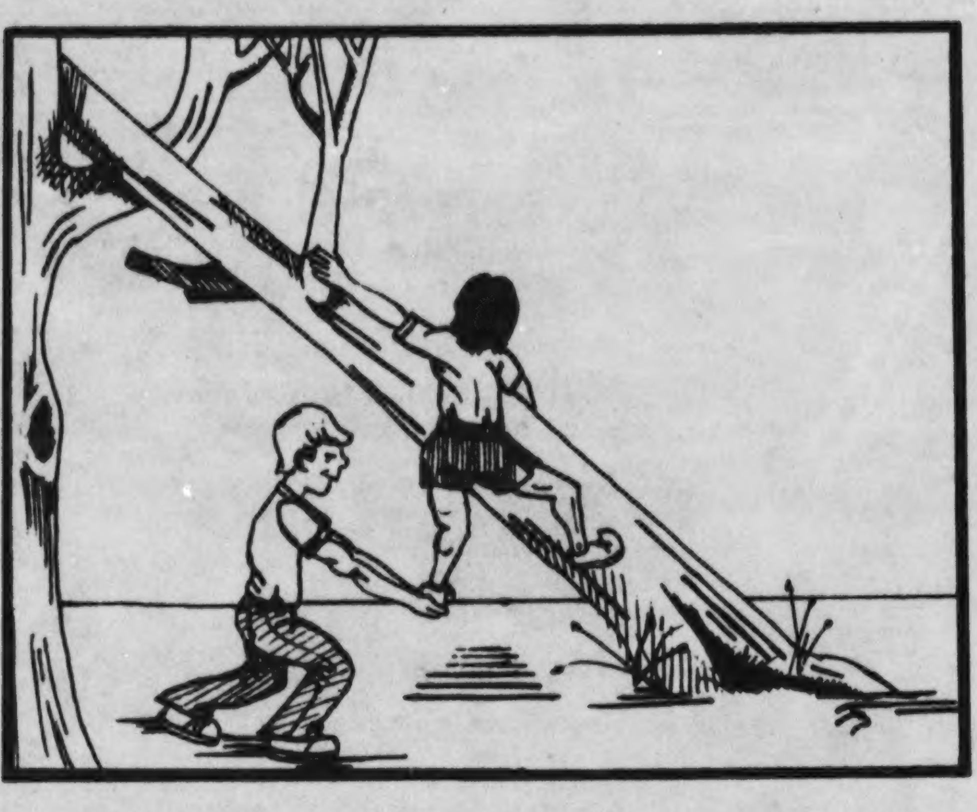
STEP 2: She then studies the Description of Process (format) of the activity chosen.

STEP 3: She then choses sub goals for each of the five goal areas e.g., sub goal: to improve gross motor skills. (Goal - Sensory Motor Development)

STEP 4: Her final task is to list the learning components under each sub goal area that might enhance the achievement of that sub goal, and then to decide if the activity is in fact appropriate to implement.

Her completed analysis looked like this:

ACTIVITY: NATURAL OBSTACLE



DESCRIPTION OF PROCESS: (FORMAT)

1. Find an area that has a natural obstacle (i.e., fallen tree or log, a branch, or you can put up a rope approximately 3' off the ground).
2. Create a situation where by the class must get over the obstacle as a group (for example):

   "You are all Indian Braves who are out hunting deer. Suddenly an angry bear steps out from behind a tree and begins to follow you. You must, as a group, get over the obstacle to be safe from the bears. You have 10 minutes before the bear catches you. All must get over before you are successful.

(The leader must stress safety and act as a spotter. Allow the group a chance to figure out how to get over the obstacle before involving yourself, as a leader.)

GOALS/ACTIVITY COMPONENTS

1. Goal: Sensory Motor Development

   Sub-Goal: a. Improve gross motor skills

   Components:
   - a. climbing over the obstacle
   - b. helping lift fellow group members over the obstacle
   - c. once on the other side of the obstacle, helping fellow group members over

2. Goal: Self-Help Development

   Sub-Goals:
   - a. Developing awareness of personal safety
   - b. Developing awareness of group safety

   Components: a. discussing personal and group safety and what safety precautions will be practiced during the activity

3. Goal: Academic Development

   Sub-Goal: a. Develop counting skills

   Components:
   - a. counting how many members are in the group
   - b. at various times during the activity have students count how many people are left on the other side of the obstacle

4. Goal: Thinking Skills/Problem Solving

   Sub-Goal: a. Developing creative thinking

   Components: a. as a group determining how the entire group will get over the obstacle

5. Goal: Personal/Social Development

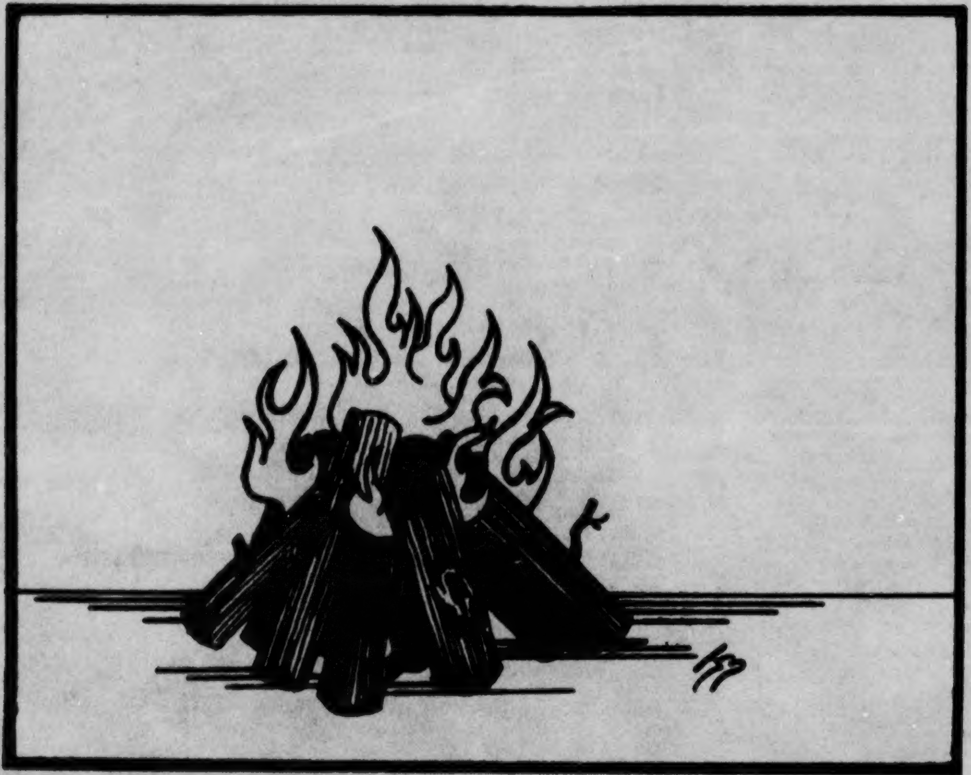
   Sub-Goals:
   - a. Develop socialization skills
   - b. Reinforce communication skills

   Components:
   - a. stressing communication among group members
   - b. all ideas from individuals should be heard
   - c. stressing group cooperation

SUMMARY: As can be recognized from the completed analysis, achievement of the sub-goal: to improve gross motor skills (Goal area one), could be enhanced by implementing this activity. Much of the activity (Natural Obstacle) is centered on gross motor skills. Also, the sub-goal of: to develop counting skills (Goal area three) has some learning components also. This would be added reason for implementing this particular activity because this is the other area of needed improvement for J. L.'s student.

Another example of an analyzed activity might look like this:

ACTIVITY: BUILDING A TEEPEE FIRE



DESCRIPTION OF PROCESS: (FORMAT)

1. Place two handfuls of tinder upright in the center of the fire area.
2. Lay small kindling around the tinder.
3. Light the tinder and continue to add kindling, gradually increasing the size of the wood.

4. Add full logs standing on end to form a teepee shape.
5. Continue to add logs as needed.
6. Extinguish fire when finished.

GOALS/ACTIVITY COMPONENTS

1. Goal: Sensory Motor Development

Sub-Goals:
- a. Develop gross motor skills
- b. Improve coordination

Components:
- a. collecting firewood
- b. breaking or sawing firewood
- c. adding wood to the fire

2. Goal: Self-Help Development

Sub-Goal:
- a. Develop safety awareness

Components:
- a. discuss fire safety
- b. light a match
- c. extinguish fire

3. Goal: a. Academic Development

Sub-Goals:
- a. Develop sorting skills
- b. Increase general knowledge and comprehension

Components:
- a. sort wood into various sizes, i.e., tinder, kindling, fuel
- b. discuss the benefits of heat and fire
- c. discuss the dangers of fire
- d. discuss what type of wood burns well
- e. discuss what happens to fire when moisture or water is added

4. Goal: Thinking Skills/Problem Solving

Sub-Goal:
- a. Develop cognitive thinking

Components:
- a. discuss why wet wood will not burn
- b. discuss what happens to wood when it burns
- c. discuss what happens to the ground around the fire

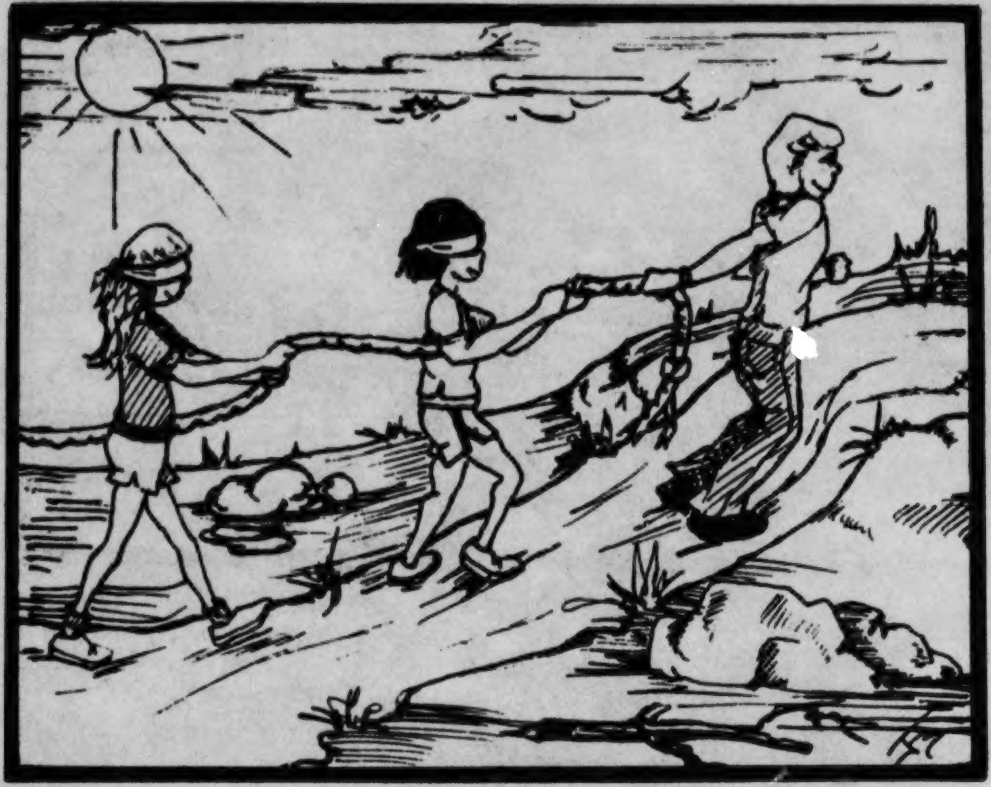
5. Goal: Personal/Social Development

Sub-Goals:
- a. Developing ability to work cooperatively with others
- b. Developing ability to share responsibility with others

Components: a. work as a group to gather wood and build the fire

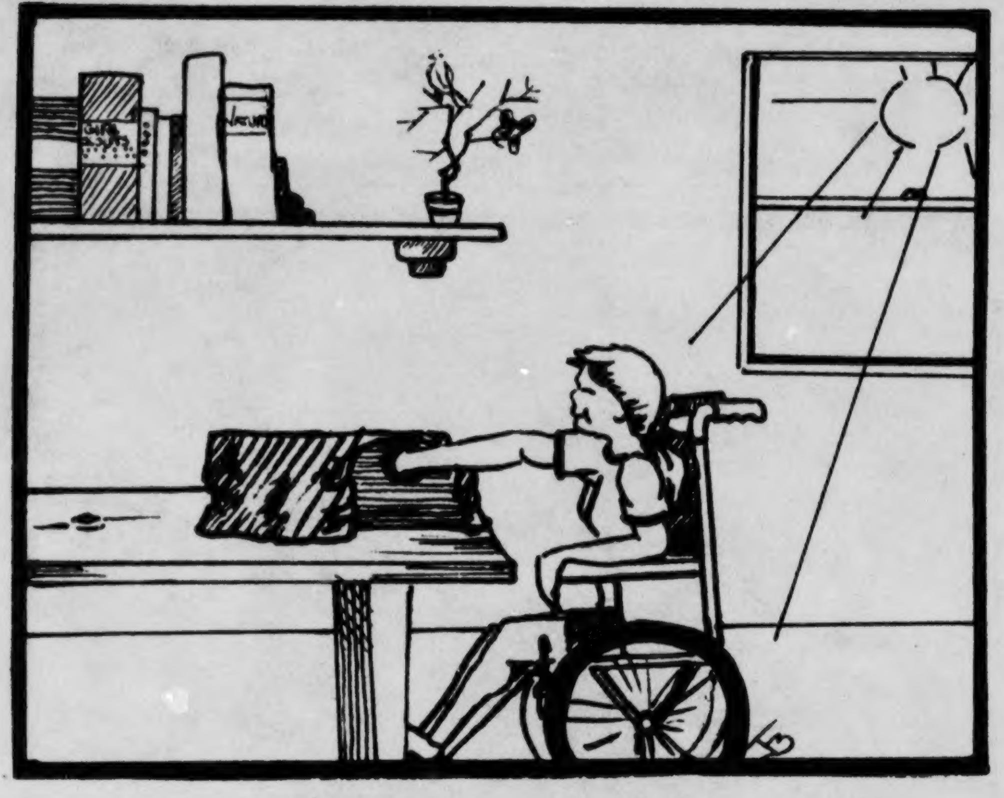
Below are additional activities which can be analyzed and implemented by the planner:

ACTIVITY: THE INCREDIBLE JOURNEY



FORMAT:
1. begin activity by leading a discussion about the senses
2. create a mood/feeling of excitement - for example: we are about to go on a hike where we will have to use other senses to understand what is happening around us
3. ask students to line up about one meter apart
4. give each student a blindfold to put on
5. spread the rope out and ask each student to hold on to a section of the rope
6. tell the students not to move up or back along the rope so they won't trip over anyone
7. lead students on the hike, encouraging maximum use of the senses and imagination to "see"

ACTIVITY: WHAT'S IN THERE



FORMAT:

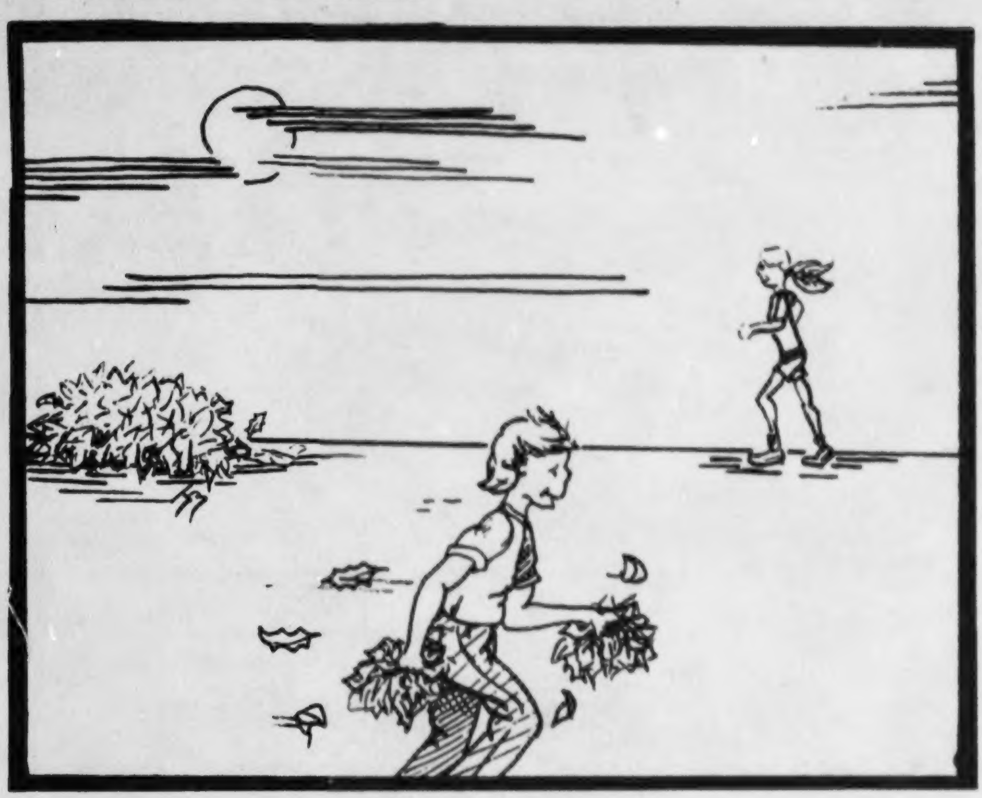
1. place a variety of natural objects in the box for the purpose of matching through the following tactile clues:

    a. big or small
    b. wet or dry
    c. straight or curved
    d. hard or soft
    e. smooth or rough
    f. thick or thin
    g. wide or narrow

VARIATIONS:

A. identify the object by name
B. place a model object outside the box whose match is to be found inside
C. saying, i.e., soft, then finding the object with the same characteristics in the box
D. follow-up with a walk through a natural area to identify natural objects by characteristics small, wet, etc.

ACTIVITY: ENERGY RELAY



FORMAT:

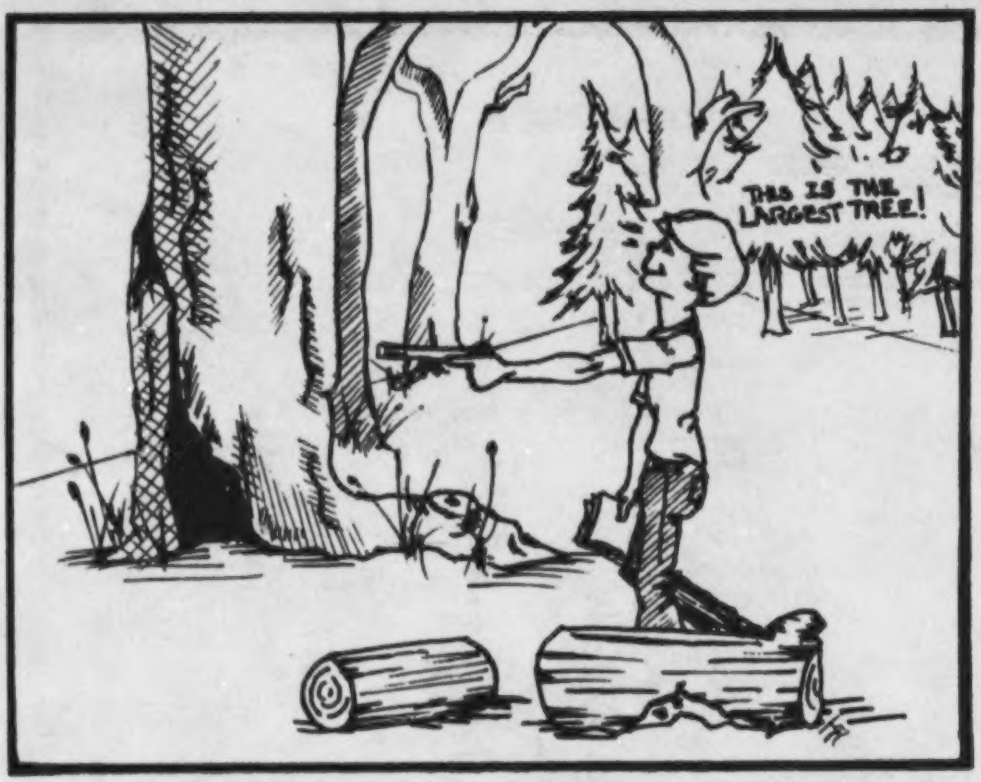
1. group collects and forms two piles of leaves
2. two groups (teams) are formed
3. each group lines up by one pile of leaves
4. the lead persons from each group grab a handful of leaves and runs ten yards to a designated area; dropping the leaves to form another pile
5. race back and touch the next person waiting in line
6. next person in line repeats action
7. continue until everyone in the group has gone

VARIATIONS:

A. instead of leaves, use water, using cups to transfer water from one container to another

B. if appropriate, explain that in the transference of energy (leaves, water) a certain amount is lost

ACTIVITY: QUADRANT STUDY


THIS IS THE LARGEST TREE!

FORMAT:

1. mark off a geographic area (10'x10') for each student
2. within the designated areas, have students determine the tallest tree, largest pine cone, heaviest log, etc.
3. record the information
4. compare information with other students

VARIATIONS:

A. students work together in small groups
B. compile the information from all the areas and determine which area had the largest pine cone, tallest tree, etc.
C. identify three items within each category; students must determine, for example, the largest pine cone, a, b, or c

LEARNING RESOURCE I-B

SOME FACTS ABOUT OUTDOOR OUTDOOR/RECREATION

(TAKEN FROM A GUIDE FOR CONDUCTING OUTDOOR FIELD EXPERIENCES, CORTLAND/MADISON BOCES, OUTDOOR ENVIRONMENTAL EDUCATION PROGRAM, B. MATHEWS, ET. AL., PP. 3-8)

1. Teachers (planners) frequently do not take students/clients outdoors, due to a feeling of inadequacy and a lack of knowledge about the natural environment. This fact alone can deprive a class or group of exciting learning experiences.

2. A vast knowledge of nature lore is by no means a prerequisite to utilizing the outdoors as an educational medium. The leader can learn with the students/clients!

3. Outdoor programmers use the discovery approach to learning:

   -the learner is led to discover things by himself/herself
   -the learner is not given answers by the instructor; even if he/she knows the answer
   -the leader answers; "I don't know, let's figure it out"; then he takes the learner through a logical step by step process leading to some answers (for example: let's find out what kind of tree it is)
   -the learner discovers things about it (for example: a tree, by checking the bark, leaves, etc.)
   -the key: a leaders willingness to say, "I don't know."

4. By utilizing the discovery approach, the leader and learners become a group of discoverers; ready to look at similarities, differences, patterns, interaction, interdependence, change, adaptation and evolution.

5. Outdoor education is a methodology which enables us to meet the criteria of various basic educational assumptions. This methodology is not intended to supplant regular classroom instruction, but rather to supplement this instruction with experiences that enable these assumptions to be met.

   For example:

   -the learner learns best with active involvement in experience; learner by doing; in the outdoors "doing" becomes a habit
   -the use of all senses, and the promotion of sensory awareness, enables a better learning experience to take place; the outdoors is full of sensory stimuli

-individuals have individual ways of learning, and the best experience allows for unique ways of learning; the out-of-doors is an excellent place for individual learning
-the desire or need to learn must exist before learning can take place; the outdoors creates enthusiasm amongst the learners and leaders.
-the learner learns best when allowed to discover for himself, and this learning is enhanced through the excitement generated by discovery; the out-of-doors is a discoverers paradise

6. True sensory awareness experiences provide a first hand contact with the natural world. A tree is fully experienced by taste, touch, smell, sound and sight, instead of via memorizing facts. By utilizing all the senses, the participant can learn more about the tree because he/she discovered the information himself and now can develop an awareness of the tree as an entity or living thing.

7. The out-of-doors provides more experiences which are based on "share and do" versus "show" and "tell".

LEARNING RESOURCE I-C

A THEORY OF ENVIRONMENTAL EDUCATION

(TAKEN FROM "THE QUANTUM THEORY OF ENVIRONMENTAL EDUCATION" BY KIRK, J. K. CURRENT ISSUES IN ENVIRONMENTAL EDUCATION III, 1977, PP. 29-39.)

Environmental education, as a new movement, has advanced rapidly in the academic arena. Teachers, students, politicians and the general public have never been so interested in the term "environmental education." What follows is a theory of how environmental education developed.

The growth and development of the Conservation/Nature Study Movement and the School Camping/Outdoor Education Movement are two separate components in our education system. Both have contributed a great deal to society. John J. Kirk explains that these two components are the roots of what is now termed "environmental education." It is felt by him that these two components came together in a random series of steps, resulting in a new all encompassing term: that of environmental education.

The steps that brought environmental education into reality during the late 1960's follow:

COMPONENT I: CONSERVATION/NATURE STUDY

STEP 1: THE AWARENESS PHASE

The years 1860 to 1890 encompassed the awareness phase of the Conservation/Nature Study Movement. George Marsh, in his book Man and Nature, awakened the masses to the realization that Man is not a solitary figure apart from all other living and non-living things, but is an integral part of the whole system. Writings by John Muir, Emerson and Thoreau also became popular at this time, setting the pace for the Preservation Stage.

STEP 2: THE PRESERVATION STAGE

In 1890, Giffor Pinchot had a great impact on the need to define and popularize conservation. Later on, Pinchot worked with the National Conservation Commission (NCA), formed by Theodore Roosevelt as a means to advocate the conservation and preservation of our natural resources. Pinchot during his involvement with NCA, introduced the idea of "multiple use of forestlands."

As a result of his work, our forests began to be viewed as a valuable resource for recreation, relaxation, research and study.

STEP 3: THE NATURE STUDY PHASE

Liberty Hyde Baily, a horticulturist, became the first President of the American Study Society in 1908. The organization assisted people in the development of an understanding of the beauty, majesty and mystery of nature. The Handbook of Nature Study by Comstock in 1914 came along and served as a tool and guide for teachers and naturalists. This popular book was followed by several others, leading us into the education phase.

STEP 4: THE EDUCATION PHASE

The Great Depression of 1933 caused the establishment of the Civilian Conservation Corps (CCC). Three million young Americans were given jobs by the CCC where they learned the value of the forest and woodlands as they relate to human life. An article entitled "Nature Clubs for Teacher Training" by Dr. William Gould Vinal, suggested that natural areas become extensions of the classroom. The U. S. Forest Service, The Fish and Wildlife Service, and the Soil Conservation Service began to publish and administer conservation education materials at this point in time.

STEP 5: THE CURRICULUM PHASE

In 1953, the Conservation Education Association (CEA) was formed, introducing materials related to natural resources management into the school curriculum. Colleges and universities developed and implemented new courses of study in the resource management area, due to the CEA. This approach continued to expand and gain support into the 1960's when a broader orientation was introduced. Urban problems (air pollution, noise pollution, over population) began to be explored as a part of the conservation movement. This is the focal point where the Conservation/Nature Study ends (late 1960's). Now the School Camping/Outdoor Education Movement will be traced to this late 1960's focal point.

COMPONENT II: SCHOOL/OUTDOOR EDUCATION

STEP 1: THE RECREATION PHASE

Dr. William Gould Vinal combined the principals of nature study, recreation and organized camping.

During the late 1930's, his influence as a camp director, founder of a nature lore school and extensive work with the Boy Scouts of America, provided the impetus for public schools to begin camping experiences during the summer months.

By 1940 school camping had matured into the field of outdoor education. Under the direction of Dr. Julian Smith, the Clear Lake Camp in Michigan became one of the most well known outdoor education centers in the country. Dr. Smith stressed education "in" and "for" the out-of-doors. Education "for" consisted of teaching outdoor recreation skills (i.e., canoeing, fishing, fly tyeing, etc.). The teaching of these skills were carefully integrated with the other subjects of the school curriculum, along with a strong emphasis on social interaction and group living.

At the same time, Dr. L. B. Sharp, organized and directed the famous National Camp in New Jersey. His approach emphasized pioneer living skills, such as: fire building, outdoor cookery, construction of quick shelters; with a decentralization of these living units in order to enhance the small group approach to learning. It was felt that a respect for American Heritage along with direct experience with real life problems would result by student involvement with such activities. Dr. Sharp coined the famous phrase "That which can best be learned in the out-of-doors, through direct experience in dealing with native materials and life situations should there be learned."

STEP 2: THE CURRICULUM PHASE

Enriching the curriculum and accelerating learning became the purpose of outdoor education in the 1950's. Colleges and universities added courses intended to train future teachers in techniques of field teaching. Two main field centers were established: The New Jersey State School of Conservation and the Laredo-Taft Field Campus in Illinois. With these two centers leading the pace, the thought of taking young students to an outdoor setting to help them assimilate more cognitive material through direct experience, became a reality. The late 1950's also saw the school grounds become outdoor laboratories, opening up outdoor experiences to more students of all ages.

STEP 3: THE CONSERVATION PHASE

During the early 1960's, emphasis in outdoor education began to shift from curriculum enrichment to attitudes relating to the proper use of natural areas. A major reason was President John F. Kennedy's work in making the public aware of Man's abuse of the natural resources. The Quiet Crisis by Udall and The Silent Spring by Carson also created a great deal of interest in preserving the natural areas.

At this particular time (early 1960's) outdoor educators, who had the greatest impetus at this time, made the philosophical shift from the old cognitive emphasis to the new conservation emphasis. Attitude formation towards conservation became the trend of the sixties.

ENVIRONMENTAL EDUCATION

During the late 1960's, society put pressure on the outdoor educators who made the shift to attitude formation in conservation. This was due to the fact that the public became aware of air pollution, water pollution, overpopulation and excess energy demands as mentioned previously. The focus could not just consist of concern about the forest lands, open space, etc. It now had to incorporate the concern for problems effecting life in the cities and suburbs. Eventually this new pressure forced the philosophical components of outdoor education and conservation education on a collision course; the result was a mixing and blending which resulted in an all inclusive approach termed: Environmental Education.

LEARNING RESOURCE I-D

A PHILOSOPHY OF EDUCATION

(TAKEN FROM THE ARTICLE: LLOYD B. SHARP, PHILOSOPHY OF EDUCATION BY LAWRENCE H. CONRAD, SR.)

L. B. Sharp was known by many as "The Chief." In his own special segment of the field of education, he was the originator, promoter, and chief authority. His actions and philosophies pervaded the whole structure of the American Educational System.

L. B. Sharp founded his whole career on the following suggestions:

-He asked, merely that those subjects, topics and courses that can best be taught and can best be learned indoors, be taught and learned indoors. And he had no objection to a conventionally organized and structured school for that purpose.

-But he asked also, that those subjects, topics and courses that can best be taught and can best be learned out-of-doors, should be taught and learned in the out-of-doors.

His only quarrel with the conventional classroom was that of attempting to do indoors what could more naturally and successfully be done somewhere outside the walls of the building.

The classroom was not invented by a teacher or an educator. It was not designed as a means of improving education, but rather as an attempt to cut educational costs by multiplying each teacher's efforts. The schools we have maintained throughout this century and a half have met many needs in an expanding population. But, we know that the teacher is still the man or woman sitting on a log with one child aware of the presence of the wonders of life and nature. Some skilled teachers may be effective with three or four children on a log. But if there are to be 30 children per teacher, you need to use a classroom. You have to seat the students in rows and enforce a rule of silence. Thus a building influences and curtails what can be taught and it dictates much of the method which may be used. It is, however, only good for those phases of education that it is good for.

When the item of interest is in its natural state outside the building, then the class should move outside to explore it. Once outside the building, classroom rules fall away. The student finds the answers, they are not given. They make their own questions, and under a wise teacher, they will be teased into making their own answers.

Pupils in the out-of-doors see the teachers back for the first time. She/he becomes three-dimensional. Pupils see each other and develop different relationships. Finally, the teacher sees the student as a whole, not as someone in a neat row.

Many teachers who are mediocre in the classroom, blossom in the out-of-doors. Often the excellent classroom teacher is a disaster in the outdoor setting. Outdoor education must be planned, organized and administered by methods often times different from those indoor methods when the goal is the same.

The steps for outdoor learning are observation, reflection and investigation in that order. The first law of learning is to notice; and in the out-of-doors the practice is most rewarding because there, one can be in direct contact with the thing to be learned. The second step, reflection; requires you to think about what you have seen and heard; wondering about it, turning it over and over in your mind. Thinking of a new thing with inward delight is what makes knowledge of it. Continued reflection starts up the third step, investigation. In outdoor education, investigation begins with a further look at the phenomenon and of the environment in which it is found (i.e., tuft of fur caught on the bark of a tree; an empty snake skin, etc.). This may lead the student to books that tell him about the phenomenon in question. Such an investigation will then put the learner in the library.

UNIT II

INTRODUCING

CRITICAL QUESTION:

NOW THAT I KNOW WHAT OUTDOOR EDUCATION CONSISTS OF; HOW DO I INTRODUCE IT TO ADMINISTRATORS, STUDENTS, PARENTS AND FELLOW TEACHERS?

TOWARD AN ANSWER: The success of introducing a new program is enhanced if the planner (teacher/leader) can effectively transform "his/her new idea" to "their new program" (administrators, parents, fellow teachers, etc.). The planner's written rationale needs to be transformed into a utilization plan which involves those whose approval is critical (e.g., students/fellow teachers/administrators/parents). This plan must reflect the following:

1. the purpose of the program,
2. the total cost of the program,
3. how the program will fit into the school/agency schedule, and
4. how outdoor programming relates to IEP and Treatment Plan Objectives

CASE STUDY: M. L. is currently a director of special education in the state of Indiana. He became interested in outdoor education when he visited an outdoor center and observed an ongoing residential program. He met with the outdoor education staff at the center and discussed the benefits of outdoor education with handicapped children. Knowing that teachers, students, parents, etc. would be hesitant about the idea of 'a residential outdoor experience', M. L. and the outdoor education staff developed the following outline for introducing outdoor education with handicapped children:

- -prepared a written proposal for an outdoor education program and presented it to the school superintendent and school board for support and funding (proposal included: rationale, total cost, scheduling, and specific goals and objectives),
- -outdoor education staff provided a slide/tape presentation at the school's faculty meeting,
- -interested teachers were selected to attend a two-day workshop on outdoor education with the handicapped (at the outdoor center),
- -after the workshop, the teachers who attended the workshop conducted an inservice training workshop for fellow teachers and staff in their school,
- -the idea of a residential outdoor experience was brought up during individual parent conferences,
- -the outdoor education staff along with M. L. and his interested teachers presented a slide program to parents as a group (parents were also involved in planning meetings),
- -parents were then kept up to date on all pre-camp (lead-up) curriculum activities, accomplished in the classroom (i.e., selecting clothes to take, food, activities for outdoor experience),

-after the planning the director, teachers, and students participated in a three day, two night residential outdoor education program at the outdoor center

Following the outdoor experience, the director was quoted as saying, "Because of this residential outdoor experience, the staff-student rapport has been furthered because of the consistent residential 24 hour effort. As a group of educators, we were able to gain so much knowledge about each student because of the intensity and lack of home involvement."

The parents of the students enjoyed the needed respite and mentioned various positive changes in their children following the experience. The teachers involved now feel they have the competence to use outdoor education as an effective medium for the achievement of Individual Education Plan (IEP) Objectives.

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. OBJECTIVE: To formulate a purpose statement, program goals, and components/objectives for an outdoor program.

   ACTIVITIES: -Complete Learning Resource II-A (From Frill to Necessity exercise).
   -Complete Learning Resource II-B (Rationale Building Activity).

2. OBJECTIVE: To formulate a curriculum change plan relative to parents, administrators, fellow staff, and students.

   ACTIVITIES: -Read Learning Resource II-C (Initiating Curriculum Change).
   -Read Learning Resource II-D (Facilitating Adoption).
   -Share your personal/professional rationale and your initial program plan with parents, administrators and fellow staff by identifying:

   a. roles they would take in sanctioning and assisting in the program development and implementation, and
   b. reservations or questions they might have regarding the program (i.e., administrators-how much will it cost?, parents-where will my child sleep?, fellow teachers-what will our duties be during a residential experience?).

-In addition to the concerns above, consider the following as you finalize the curriculum change plan relative to the inclusion of outdoor programming:

a. the relationship of the proposed outdoor program to other programs (e.g., a start of the year diagnostic emphasis; a field-test of skills developed in the classroom; a spring respite for parents) and
b. what kind of written or audio-visual awareness/explanatory materials might facilitate the presentation of your proposal (i.e., a movie on outdoor programming (see resources), a slide-tape presentation).

SELF-TEST

Respond to the following questions regarding your proposed outdoor program.

I. What is the overall purpose of your program?

II. What are five major goals of the program?

1.

2.

3.

4.

5.

III. How are you going to convince parents, fellow staff, and administrators of the value of the outdoor program? (Use the outline provided)

1. fellow staff

-list important qualities that would interest fellow staff:

-explain orientation activities (how will you introduce the program to fellow staff?):

2. parents

-list important qualities that would interest parents:

-explain orientation activities (how will you introduce the program to parents?):

3. administrators

-list important qualities that would interest administrators:

-explain orientation activities (how will you introduce program to administrators?):

RESOURCES

BOOKS

Ball, A. and Ball, B. Basic Camp Management. American Camping Association, Bradford Woods, Martinsville, Indiana, 1979.

The chapters of this book include program purpose and goals, staff, campers, site and facility preparation, legal matters, support services, evaluation and reporting, along with finances. Especially designed for new camp administrators.

Carlson, Smith, Donaldson, and Masters. Outdoor Education. Prentice-Hall, 1972. Available through ACA.

This book guides the reader through the history of outdoor education within the American Education System. Included are specific proposals for the inclusion of outdoor education into the school system.

Hawkins, Donald and Vinton, Dennis. The Environmental Classroom. Prentice-Hall, Inc., Englewood Cliffs, N. J., 1973.

Shea, Thomas M. Camping For Special Children. C. V. Mosby Co., St. Louis, Mo., 1977.

The author of this book deals with behavior management, characteristics of students who have various handicaps and their remediation, along with a section on six model camps providing purposes and objectives. Information on day camps, special purpose day camps, resident camps, and wilderness camps is also included. A very practical text.

Van der Smissen, Betty. Use of Resident Camps For School Programs. American Camping Association, Bradford Woods, Martinsville, Ind., 1972.

Vinton, Dennis, et al. Camping and Environmental Education for Handicapped Children and Youth. Hawkins and Associates, Inc., 804 D Street, N. E., Suite 100, Washington, D. C., 1978.

This book includes a survey of philosophy, goals, and objectives, a selection of papers and monographs which detail the therapeutic value of camping experiences for the handicapped.

Webb, Kenneth B. Light From A Thousand Campfires. American Camping Association, Bradford Woods, Martinsville, Ind., 1960.

FILMS/SLIDE TAPES

Outdoor Recreation Facilities for the Handicapped by David Austin.

A presentation of a summer camp for disabled children. Shows the adaption of facilities necessary to make all activities accessible. Color, 10 minutes slide/cassette. Cost is $7.00. (Rental)

Camping and Recreation Programs For The Handicapped by David Austin.

Using the discovery approach, Camp Riley allows individuals to explore their full potential. Color, 15 minutes, 16mm. Cost is $7.00. (Rental)

*Miracle In The Woods by Riley Memorial Association, Indianapolis, Indiana.

Shows an entire outdoor education and camping program. Keying on activities and facilities. Color, 15 minutes, 16mm. For Rental Information contact:
Bradford Woods Outdoor Education Center, Martinsville, Indiana, 46151.

Day Camping Can Be Fun by Robert and Joan Levine

A promotion for philosophy and activities of day learning. Color, 90 minutes, slide/cassette. Cost is $7.00. (Rental)
Academic Support Center, Film Library Scheduling, 505 East Stewart Road, Columbia, Missouri, 65211, (314) 882-8601.

This Is Camping by The American Camping Association.

Depicts many facets of organized camping across America. Shows how camping provides the participant an opportunity to develop interpersonal relationship capabilities. Cost is $9.25. (Rental)

Camping and Recreation Programs for the Handicapped by the American Camping Association.

Shows outdoor programming with the needs of the handicapped participants in mind. Includes various summer camp activities and exemplifies the creation of self-image through supportive interaction. Cost is $9.25. (Rental)

---

*A great film to show administrators, parents, fellow teachers and students.

LEARNING RESOURCE II-A

FROM FRILL TO NECESSITY: OUTDOOR PROGRAMMING AS AN INTEGRAL COMPONENT OF INDIVIDUAL EDUCATION PROGRAMS

Outdoor education, recreation, and camping activities are generally highly reinforcing and enjoyable for participants. In an age of accountability however, they must be more for parents, administrators, and your fellow staff members to both sanction and support their implementation. They must be viewed as complementary, sometimes even necessary to the full realization of treatment plan or education plan objectives. The model which follows is a composite of the education/rehabilitative applications of the outdoor medium that many teachers have devised and conducted. After reviewing it take an outdoor technique with which you are familiar (e.g., acclimatization, outdoor cookery) and complete the worksheet provided. Evaluate your answers and consider the concerns raised by the "Worksheet Processing Guide." Your overall goal in this exercise is to be able to make the 'why' of outdoor programming a salable, relevant thing.

NOTE: Often times there are students who need a strong rationale for the inclusion of outdoor activities and experiences in the school curriculum. Activities need to be presented to them with enthusiasm; the leader must show that the activities are meaningful and worthwhile. This problem can usually be alleviated by proper selection of activities and experiences as will be pointed out in UNIT III: INDIVIDUALIZING.

SAMPLE OUTDOOR EDUCATION PROGRAM

XAVIER SCHOOL DISTRICT OUTDOOR EDUCATION PROGRAM

Program Purpose: To provide a wide variety of outdoor education activities that will enable the acquisition and application of skills, knowledge, and attitudes complementary to the IEP's of students in the Xavier School District special education program.

Program Goals:

1. to improve motor skills
2. to improve activities of daily living (ADL) skills
3. to improve communication skills
4. to improve social and interaction skills
5. to improve parent effectiveness
6. to improve reasoning and functional academic skills
7. to increase interaction with nondisabled peers
8. to increase avocational interests and skills

Program Components: (related to goals above)

1: participation in an adventure course and other activities at the school's OUTDOOR CENTER (weekly)

Individual Objectives:	Activities:
1a. to roll independently	1a. gradually reduced prompts on rolling portion of course
1b. to demonstrate improved balance.	1b. walking forward, backward, catching an object on a natural balance beam
1c. to demonstrate improved strength	1c. horizontal and vertical climbing tasks on the course
1d. to demonstrate increased endurance	1d. jogging at the outdoor center

2: participation in outdoor cookery and campcraft in the nearby STATE PARK'S PICNIC AREA (8 weeks, spring)

NOTE: refer to the Resource Guide for the format of the activities (i.e., water pour relay, dutch-oven treat, acclimatization, etc.)

Individual Objectives:	Activities:
2a. to plan a menu	2a. each student plans own dutch-oven treat
2b. to follow a simple recipe	2b. follows recipe for s'mores at the campfire
2c. to pour from pitcher to cup	2c. practice during meals plus a water pour relay to douse fire
2d. to return all equipment and items used to where they're stored	2d. returns utensils and cooking equipment to campout box

3: participation in Adopt-A-Tree and Acclimatization activities in THE CITY PARK (8 weeks, fall)

Individual Objectives:	Activities:
3a. to discriminate sounds	3a. identify sounds at park and construct a sounds map of the area
3b. to verbally identify an object	3b. describes adopted tree to others
3c. to precede nouns with adjectives	3c. sensory description exercise (e.g., big, green, slimy, rock)
3d. to carry out two simple related commands	3d. will touch and taste natural objects on command

4: participation in weekly group initiative tasks in THE SCHOOL GYMNASIUM, PLAYGROUND AND WOODED AREA

Individual Objectives:	Activities:
4a. to help others	4a. student leads other student in blind trust walk
4b. to participate with others in group activity	4b. stump stand activity is implemented
4c. to lead group in activity	4c. animal walk follow the leader
4d. to contribute to and accept group decisions	4d. group process in deciding how to move the entire group over the 'wall'

5: participation in hiking and orienteering activities AT RESIDENT CAMP (4 days, yearly)

	Individual Objectives:		Activities:
5a.	to demonstrate understanding of "over" and "under"	5a.	goes over and under obstacle on a hike in response to a verbal command
5b.	to recognize an object which does not belong in a particular environment	5b.	will pick out objects that don't belong on the hiking course during a litter hike
5c.	to demonstrate improved short term memory	5c.	remembers simple instruction on an orienteering course
5d.	to sort by shape, size and lengths	5d.	collects firewood and sorts by tinder, fuel and kindling

6: to develop prescriptions during the RESIDENT OUTDOOR EDUCATION EXPERIENCE, relevant to ADL skills for use by parents (i.e., it was found that Johnny will not wet the bed if he uses the bathroom every 30 minutes for two hours before bed time)

	Individual Objectives:		Activities:
6a.	to toilet self	6a.-d.	intense practice, monitoring, experimenting with various instructional techniques
6b.	to use appropriate eating utensils		
6c.	to dress appropriate to weather conditions		
6d.	to organize and keep track of personal belongings		

7: participate in a weekend buddy, wilderness camping program in the NATIONAL FOREST'S CAMPGROUND

	Individual Objectives:		Activities:
7a.	to talk about disability with non disabled peer	7a.	2-4-6-8 introductory activity
7b.	to identify non disabled as well as disabled peers as friends	7b.	question on camp evaluation sheet of buddy weekend

7c.	to recognize that all people have strengths and weaknesses	7c.	magic circle campfire discussion
7d.	to work cooperatively with non disabled peers	7d.	participate in tent set-up with paired buddy

8: participation in outdoor recreational activities at LOCAL FACILITIES/AREAS

Individual Objectives:		Activities:	
8a.	to demonstrate skill in individual sport	8a.	participates in archery, ice skating and x-country skiing
8b.	to demonstrate skill in group games	8b.	participates in new games activities
8c.	to be a spectator at an outdoor event (sports)	8c.	watches dog-sled races
8d.	to develop a hobby interest	8d.	nature photography class/leaf collection

Key Assessment Criteria:

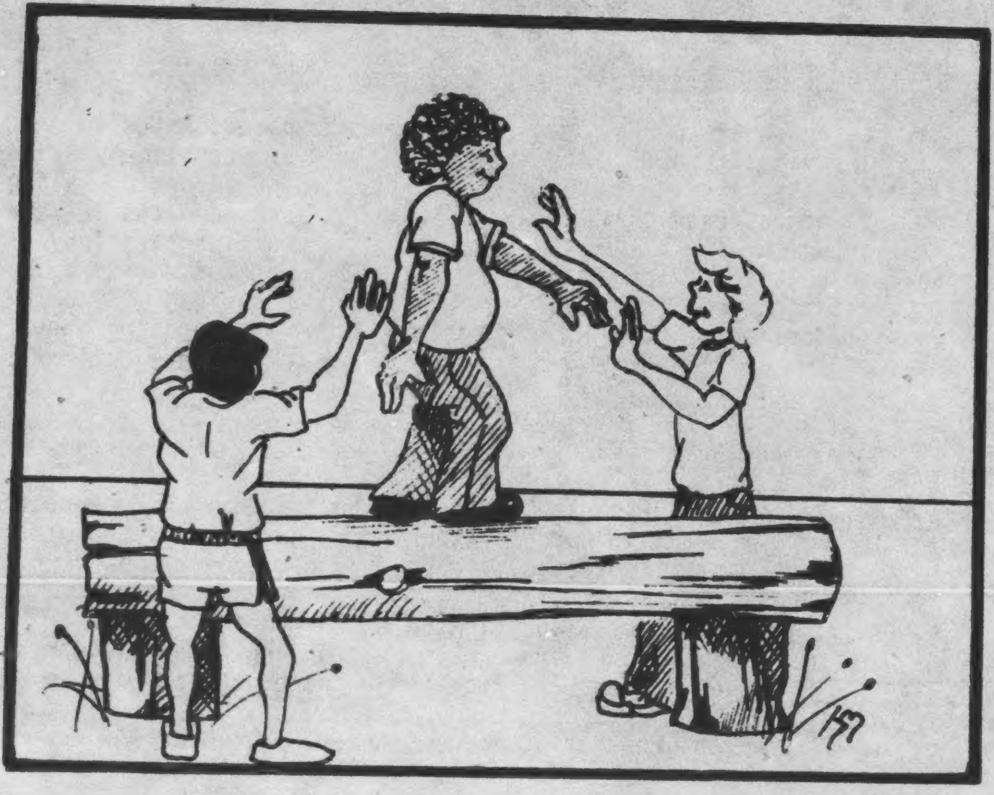
a. generalization---are the skills/attitudes/behaviors demonstrated in outdoor experiences carried over to other settings? (e.g., school, home)

b. reinforcement value---do selected experiences appear to be inherently reinforcing to participants? are recreation and education being meshed?

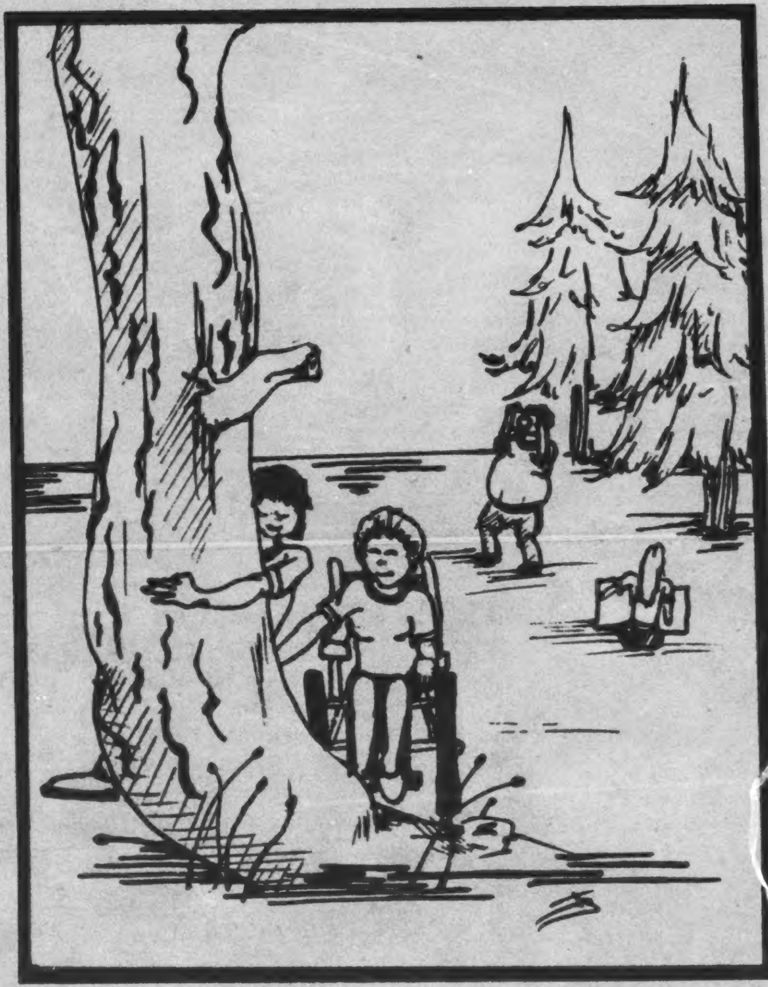
c. novelty/adventure---are outdoor programs providing new experiences which foster excitement through risk taking and greater independence?

d. affective impact---what are the concommitant emotional outcomes of outdoor experiences? (e.g., effect on on self-concept, student-teacher rapport, teacher-teacher rapport, enthusiasm, motivation)

e. process considerations---are planned activities being conducted appropriately and consistantly?



"Initiative games can be adapted for use in the classroom, school playground, etc."
(see Resource Guide)



"This activity (Adopt-A-Tree) can be implemented anywhere there is a tree!" (see Resource Guide)

WORKSHEET:

UTILIZATION TO MEET IEP/TREATMENT PLAN OBJECTIVES

1. What is your Program Purpose? (e.g., To involve residents of the Peabody Cottage in a variety of initiative problems and activities both complementary and supplementary to their treatment plan)

2. What are Program Goals? (e.g.,
   1. improved group decision making.
   2. improved leadership skills
   3. heightened confidence
   4. heightened support of others
   5. more appropriate demonstration of emotions)

3. List Sample Terminal Performance Objectives: (e.g., heightened support of others:
   1. verbalizes feelings to another without hitting
   2. offers help to others voluntarily
   3. protects other children and animals
   4. comforts playmates in distress
   5. uses actions of others as a social cue)

4. List Sample Enabling Objectives:

   1. recognizes moods of others
   2. demonstrates physical helping skills

5. Provide Evaluation Techniques/Tools (Refer to UNIT V: EVALUATING, for assistance): (e.g., checklist, videotaping)

WORKSHEET:

PROCESSING GUIDE

(Answer the following questions)

1. **PROGRAM PURPOSE**: Does your statement-

   1. Provide a nucleus around which all program components can emerge?
   2. Reflect needs/capabilities/expectations of client/students, agencies/schools, community, parents?
   3. Include the primary function or purpose of the program (e.g., rehabilitation/treatment, leisure education, parental respite, staff training, student/client assessment)?

2. **PROGRAM GOALS**: Do they-

   1. Follow logically from the purpose statement?
   2. Reflect and take into account the needs/characteristics of clients/students and the nature and purpose of your agency/school?
   3. Read the following criteria for judging goal statements:

      a. statement clearly delineates the goal area:
         1. statement focuses directly on key concept words
         2. surrounding wording does not change possible interpretation of the goal statement

      b. statement has appropriate level of generality or specificity:
         1. directs reader to specific intent without specifying exact performance content or measurement

c. statements are parallel in style and general level of content
    1. consistent in wording and format, in nature of content presented

d. statements are both appropriate and feasible for population and agency

e. statements reflect the nature and intent of the statement of purpose

3. SAMPLE TERMINAL PERFORMANCE OBJECTIVES:

Do they-

1. Reflect treatment plan/IEP relevant behavior outcomes?
2. Translate easily into performance measures?

4. SAMPLE ENABLING OBJECTIVES:

Do they-

1. Operationally define Terminal Objectives?
2. Convert into teaching/learning activities you can conduct within the constraints (e.g., time, staff ratio , resources) of the program as planned?

5. EVALUATION TECHNIQUES/ TOOLS:

Will they-

1. Meet the divergent needs/interests/ requirements of funding sources, administrators, parents, etc.?
2. Assist in improving program content and process?
3. Document the extent to which objectives are realized?

LEARNING RESOURCE II-B

RATIONALE BUILDING ACTIVITY

Step 1: Divide participants into groups (possible participants might include fellow teachers, administrators, parents).

Step 2: Assign each group one of the following to role play (if you are doing this activity alone you can role play each of the five a-e).

a. parents
b. administrators
c. school board
d. fellow teachers
e. students

Step 3: Each group must role play their given group a-e. They are to generate questions they (administrators, parents, etc.) would ask of a planner (teacher/leader) who is interested in developing an outdoor education program for his/her students (i.e., what would be the major concern parents would have?, administrators?, etc.).

Step 4: After questions have been generated, list all the questions on the board. Discuss questions and generate answers as a large group.

Step 5: Complete the Rationale Components Exercise. Read each rationale statement (1-16) and decide whether the statement would be of most importance to a) parents, b) administrators, c) school board, d) fellow teachers and e) students. Then mark the appropriate choice (a through e) next to the number. Discuss results as a large group (if alone, do same as above except write a rationale statement to back your choice (a-e) for each component (1-16)).

RATIONALE COMPONENTS EXERCISE

1. it will provide a respite for the students' parents
2. it's an opportunity to have fun
3. abstract concepts can be concretely applied in the natural environoment
4. it's provided to non-handicapped students
5. it will provide an adaptive test preliminary to deinstitutionalization/mainstreaming
6. it will allow for a fuller diagnostic picture of students' functioning
7. research has demonstrated affective, cognitive, and psychomotor development through outdoor programming
8. it will provide the opportunity for improved teacher-student rapport
9. it is an ideal setting for work on social and self-help skills due to the 24 hour setting
10. government and foundations have seen fit to fund numerous outdoor education/recreation programs and projects
11. it will allow staff to better emphathize with parents
12. it's about the only chance for students to experience rural living, group living and camping
13. the reinforcement value of outdoor activities can be greater than that of classroom activities
14. it's a change from the classroom routine
15. it's an opporutnity for concentrated development of new leisure interests and skills
16. can serve as a valuable training experience for students teachers, volunteers, parents
17. (other)
18. (other)
19. (other)
20. (other)

LEARNING RESOURCE II-C

INITIATING CURRICULUM CHANGE

MR. GILBERT F. BULLY
DIRECTOR OF CURRICULUM
LYNNFIELD, MA.

A. To convince the school and the community of the value of the program, it is wise for the school to start first with outdoor programs on site and/or summer workshops in the town for children. Then, not using a mail or telephone approach, talk directly with one or two school persons most apt to be supportive. Look in the School Committee, the Superintendent, Principal and Teacher levels. Approval must be given by the top two levels, and the program is sure to succeed if the teachers and pupils involved are sold on it.

B. To convince the parents, have one or more meetings with them and issue sheets giving a full explanation of the program as an integral part of the school curriculum. Explain financial arrangements and costs.

C. To convince the teachers: it is a broadening experience; it relaxes and enriches one's relations with the pupils; it may offer a monetary bonus for the extra time spent; it can be an important addition to the curriculum. (Ashland Conference Report, pp. 15-16)

LEARNING RESOURCE II-D

FACILITATING ADOPTION

(Taken from Thiagarjan "Facilitating Adoption" Page 178)

The planner, when introducing the concept of an outdoor program has the responsibility of adapting this program to the specific conditions and needs of the adopting school/agency. Along with the school/agency personnel, the planner must establish the program as an integral part of the ongoing program.

Gaining Acceptance and Support

The planner can facilitate adoption in a variety of ways. In preparing for the initial use of an innovation (new program), it is helpful first to get the support of key administrators and staff members. An attempt should be made to identify other persons who are in favor of the program. Most will agree that initially, it is best to work with those parts of the system that desire change.

Attention should also be given to winning over those who are against such a program (outdoor education). In dealing with opponents, it may be desireable to a) include them, if possible; b) make their participation voluntary, if possible; c) if they say it's nothing new, get them to help others; d) attempt to alleviate fears they might have about the program; and e) consider alternative forms of the program they might accept. Watson (1969) proposed the following guidelines for overcoming resistance to change:

-Who Brings The Change?

1. Resistance will be less if administrators, teachers, Board members and community leaders feel that the project is their own-not one devised and operated by outsiders.

2. Resistance will be less if the project clearly has whole-hearted support from top officials of the system.

-What Kind Of Change?

3. Resistance will be less if participants see the change as reducing rather than increasing their present burdens.

4. Resistance will be less if the project accords with values and ideals which have long been acknowledged by participants.

5. Resistance will be less if the program offers the kind of new experiences which interest participants.

6. Resistance will be less if participants feel that their autonomy and their security is not threatened.

-Procedures In Instituting Change:

7. Resistance will be less if participants have joined in diagnostic efforts leading them to agree on what the basic problem is and to feel its importance.

8. Resistance will be less if the project is adopted by consensual group decision.

UNIT III

INDIVIDUALIZING

CRITICAL QUESTION:

HOW CAN THE NEEDS OF THE INDIVIDUALS IN MY CLASS/PROGRAM BE MET USING OUTDOOR EXPERIENCES?

TOWARD AN ANSWER: In 1975, Public Law 94-142 (Education for all Handicapped Children Act) was written into the United States Law Books. This law requires that all handicapped children have an Individual Education Program (IEP), which is a written document that outlines the handicapped child's specific needs, and defines a program to meet those needs. The components of the IEP consist of:

1. a statement of the child's present educational level,
2. a list of annual goals for each child, along with specific objectives to achieve the annual goal,
3. a list of any special education or related services to be provided to the individual (i.e., physical therapy, speech therapy, recreation, etc.),
4. specific dates for both the initiation and duration of the services to be provided and
5. a method of evaluation for the entire Individual Education Program.

Outdoor activities/experiences have shown to be effective in achieving specific objectives stated in the child's IEP. Many educators have found that the project activities are essential in achieving certain objectives which lead to the accomplishment of annual goals. In order to effectively use the out-of-doors, the competent leader must assure that:

1. outdoor program activities reflect IEP objectives,
2. the most appropriate outdoor experiences be selected as the means to meet these objectives, and
3. activities and reinforcement procedures reflect student functional levels; individualization of programming can both maximize program benefits and facilitate evaluation through the use of specific behavioral objectives.

NOTE: These materials may also be used in the achievement of Treatment Plan Objectives (TPO), utilized in many agencies/settings.

CASE STUDY:

Background: The center serves 13 mentally retarded children ages 4-17, the majority being severely retarded. Programs offered at KNDC include pre-school, cognitive, prevocational, self-help, sensory-motor integration, physical therapy, speech therapy, socialization and recreation in small group and individual settings. After attending the outdoor education workshop, we tried several activities at KNDC, both as an enrichment to our program and as an evaluation of the effectiveness of outdoor education techniques with the severely retarded.

Activities:

1. Color Search - This was similar to the toothpick search conducted at the workshop. Three students participated in a search for "yellow things," which had been scattered through grassy areas at the center. Prior to the actual search, a discussion was held naming things that were yellow, and each student was given a yellow object to use as a model during the search. Students were then asked to "pick up all the yellow things you can find and put them in your paper bag." The objects were large and obvious to help assure success. One student needed physical prompting to begin the activity, but soon participated readily. All objects that had been placed on the ground were successfully retrieved by the students.

   A variation of the above involved having one child find as many "green things" as he could. The student was given a model and, initially, much verbal coaching was needed. After collecting several "green things" including leaves, blades of grass, pine needles, etc., the student pasted them on a cardboard sheet. During the entire exercise the word "green" was stressed. Prior to this exercise, the student identified green on request less than 50% of the time. Since then, the success rate has been at least 75%, both by gestural and verbal identification.

2. Landscapes - One afternoon the entire group went on a hike. The group was divided into two teams, each team being given a paper bag. Students were encouraged to place a wide variety of objects into the bag-rocks, twigs, dead flowers, etc. Each student was given the opportunity to choose and place whatever objects he/she desired. The more severely disabled students needed physical prompting, but all participated in the entire activity. After collecting many objects we sat and talked about each item-what it was, it's use, how it felt, it's color, etc. The students were then given

a large mound of playdough and placed the objects in the playdough to recreate the scenes of the woods, the field, etc. This activity was a success, encouraging social interaction-sharing, cooperation, teamwork; color recognition; object identification; and tactile and manipulative skills.

3. Daily Activities - Incorporated into the daily schedule during the summer have been nature hikes, scavenger hunts, and obstacle courses. As with all the activities, the more severely retarded students needed extra help but were able to participate.

Results: After trying the activities described above, we are enthusiastic about the benefits of outdoor education activities for our students. Our experience has been that the types of activities discussed at the workshop can be adapted for use with severely retarded. We intend to continue using outdoor education techniques for our students, as they do enhance the achievement of Individual Education Plan Objectives. (DF, Program Coordinator)

ENABLING OBJECTIVES AND LEARNING ACTIVITIES

1. OBJECTIVE: To formulate program goals and components/objectives for an outdoor program.

   ACTIVITIES:
   - -Review Learning Resource III-A (Sample Applications: Motor, Learning, Communication, Social and Independent Living Skills).
   - -Review Learning Resource III-B (Project EXPLORE)
   - -Review Project TORCH Resource Guide.

2. OBJECTIVE: To select and adapt activities and experiences appropriate to the students/clients individual needs.

   ACTIVITIES:
   - -Complete Learning Resource III-C (Activity Selection Exercise)
   - -Complete Learning Resource III-D (Activity Adaptation Exercise)
   - -Complete Learning Resource III-E (Sample Task Analyses"

SELF-TEST

Develop, for each of your students, the following:

a. An IEP objective re-focused for the outdoor education program.

b. Three outdoor activities to be employed in meeting the objectives.

c. A lesson plan specifying the way in which one of the activities will be conducted (equipment and materials, time and location required; procedures e.g., activity sequence, group formation, motivation techniques, and behavior management techniques; teaching points e.g., points to be stressed/reviewed/discussed with individual or group after the activity).

d. Specify objectives and describe the way in which you would conduct the following activities with your group. Include a task analysis of the activities.

   1. wading in a stream or pond
   2. an obstacle course using natural objects
   3. fishing

RESOURCES

Adams, Daniel, and Rullman. Games, Sports and Exercises For The Physically Handicapped. Lea and Febiger, Philadelphia, Pennsylvania, 1977.

Brannan, Steve A. Project Explore. Hawkins and Associates, 804 D Street N. E., Suite 100, Washington, D. C., 1979.

Over 400 task analyzed activities are included on cards for easy use. These outdoor education and recreation activities are categorized by the following areas: nature study and development, camping and self-maintenance, safety and survival, arts and crafts, and sports, games, and physical development. The activities are designed for moderately handicapped students but can be easily adapted for use by all.

Challenging Opportunities For Special Populations in Aquatic, Outdoor, and Winter Activities. American Alliance for Health, Physical Education, and Recreation, Unit on Programs for the Handicapped, 1201 Sixteenth Street, N. W., Washington, D. C., 1974.

Gunn, Scout and Peterson, Carol. Therapeutic Recreation Program Designs: Principals and Practices. Prentice-Hall, Inc., Englewood Cliffs, N. J., 1978.

Herron, and Sutton-Smith. Child's Play. John Wiley and Sons, Inc., New York, New York, 1971.

The Best Challenge. American Association For Health, Physical Education, Recreation and Dance. 1900 Association Drive, Reston, Virginia, 22091, 1971.

Thiagarajan, S., Semmel, D., and Semmel, M. Instructional Development for Training Teachers of Exceptional Children: A Source Book. Minneapolis, Minn., 1974. Obtain from: CEC, 1920 Association Drive, Reston, Virginia, $5.50.

LEARNING RESOURCE III-A

SAMPLE APPLICATIONS

MOTOR SKILLS

Sample Objective: to match through tactile clues

Activity: Which Is Which

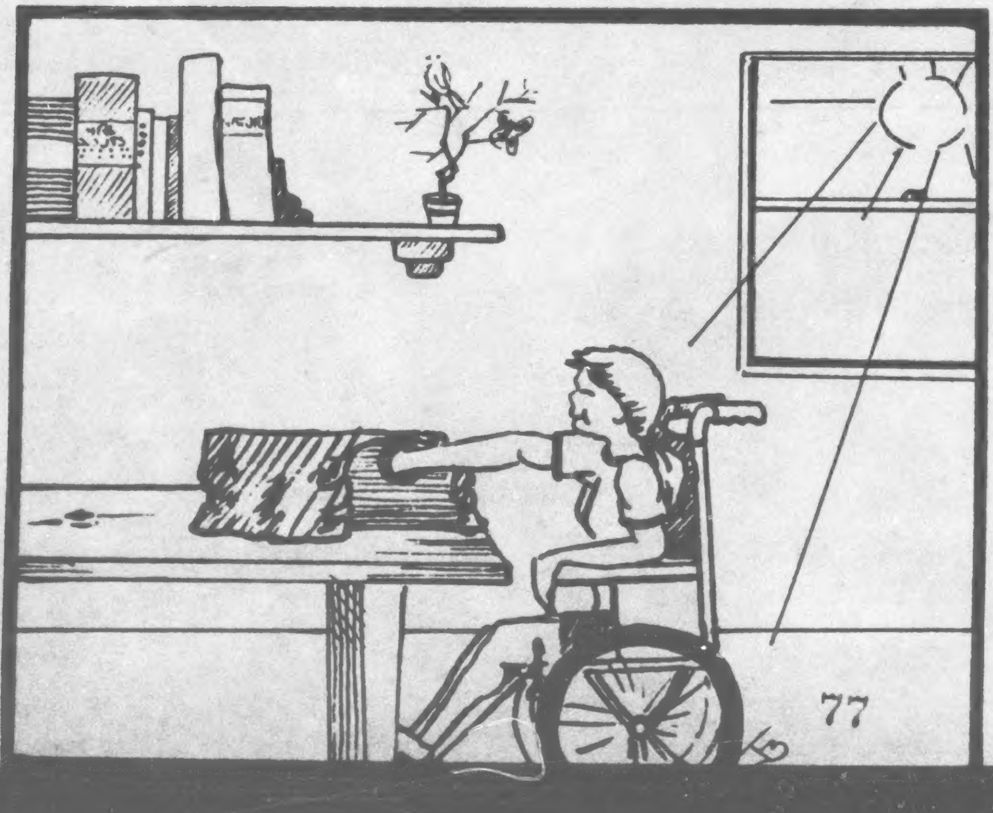
Format:

-Place a variety of natural objects in a box for the purpose of matching through the following tactile clues:

wet or dry
big or small
straight or curved
hard or soft
smooth or rough
flat or thick
wide or skinny

-Matching can be accomplished with 2 of one object in box, model outside box, match inside saying, i.e., wet, then finding same in box.

-Follow-up with walk through the woods to identify clues in natural surroundings.



Additional Objectives:

- fine motor skills through nature crafts
- gross motor skills through natural obstacle course
- tracking skills through observation activities
- fitness through ropes courses and outdoor recreation activities (e.g., jogging, cross country skiing, backpacking)
- enhanced sensory awareness through exposure to novel sights, sounds, feel, etc.

LEARNING SKILLS

Sample Objective: to sort by color

Activity: Camouflage

Format:

- Scatter toothpicks of various colors around a natural area.
- Give students 5-10 minutes to find as many as possible.
- Sort the findings by color.
- If appropriate, discuss the reasons more of one color than another were found and develop the idea of adaptation (special features of an organism that allow it to survive).

Additional Objectives:

- memory skills through recall/processing of activities
- concept development through Indian lore activities (e.g., the Indians knew that only some things float, let's test some of the things here by the stream)
- reasoning skills through classification activities (e.g., sort collected twigs by size)

COMMUNICATION SKILLS

Sample Objective: to identify objects when presented their names

Activity: Object Run

Format:

- Form your students into a line facing you.
- Give each student a natural object (e.g., rock, leaf) with 2-3 students having the same object.

-Call out a specific item.
-Students holding called item race to caller.
-Exchange items after a few rounds.

Additional Objectives:
-carrying out commands by following recipe instructions during outdoor cookery
-creative expression through haiku or cinquains
-vocabulary development with camp unique words (e.g., kp, tent, teepee)

SOCIAL SKILLS

Sample Objective: to share

Activity: Sharing Hike

Format:
-On a hike leader picks up interesting object (e.g., wintergreen) and asks group to pass it back after smelling/touching/inspecting it.
-Leader reinforces passing behavior.

Additional Objectives:
-cooperation through group participation (e.g., initiative problems, chores and cooking)
-assuming responsibility for self and others through group leadership
-turn-taking in group activities
-befriending non-handicapped peers in buddy-camping program

INDEPENDENT LIVING SKILLS

Sample Objective: to dress appropriately for weather conditions

Activity: Dress For The Weather

Format:
-At the beginning of each day of campout or resident camp experience students are asked to choose clothes appropriate to weather conditions.

Additional Objectives:
-practice on ADL skills
-domestic maintenance skills through chores and cleanup
-community living skills through preparation of simple meals

SETTINGS

THE CLASSROOM

Activity: Eggshell Planters

Format: Plant them, observe a variety of plants in soil filled half-egg shells.

Special Advantages of the Setting: provides a familiar setting for introductory activities

THE SCHOOL GROUNDS

Activity: Nature Stroll Course

Format: Set up an observation course which moves through a variety of habitats (e.g., grass, brush, trees) and note changes in it on weekly sensory walks which focus upon the variety of textures, sights, sounds, tastes and smells of the areas through acclimatization activities.

Special Advantages of the Setting: easily accessible and inexpensive

RESIDENT CAMPING

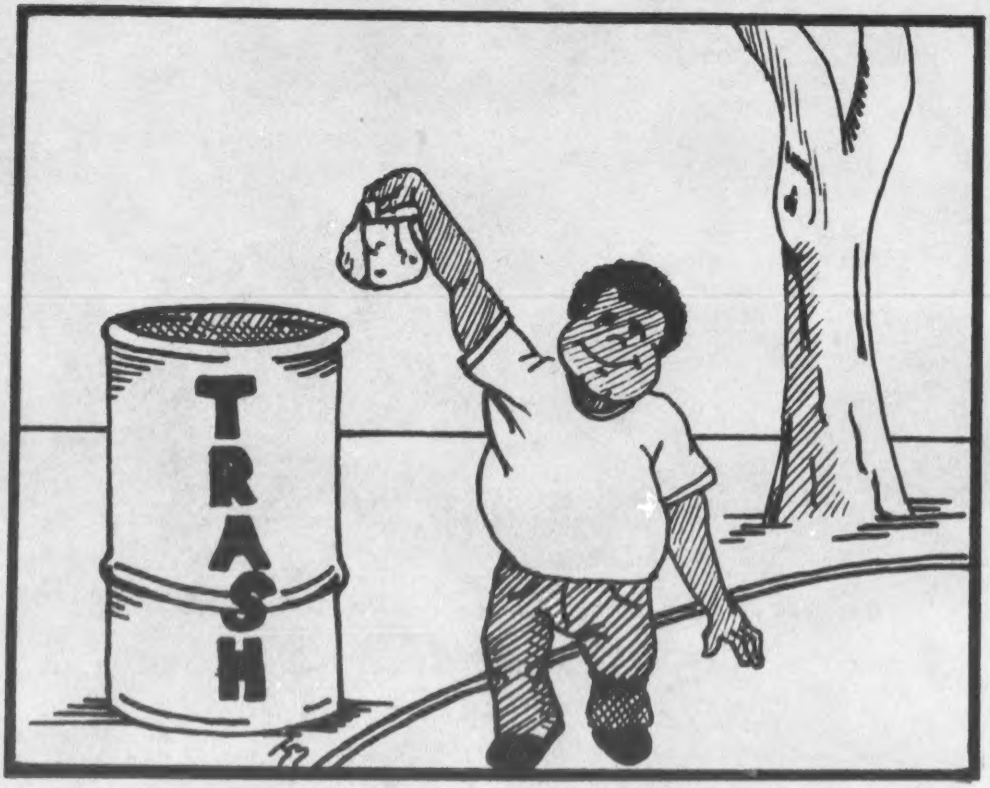
Activity: Parent Prescriptions

Format: Use the resident experience for the development of ADL skill prescriptions for parents. Closely monitor skills during the experience and experiment with various instructional techniques. Areas might include toileting, eating, grooming, etc.

Special Advantages of the Setting:
- provides parental respite
- allows for observation of students 24 hours
- allows for night-time programming (e.g. night hikes, campouts, stargazing)

FIELD TRIPS AND DAY PROGRAMS

Activity:	Cleanup and Recycle
Format:	Arrange with administrator of a local park to have your group cleanup a section of the park. Followup with recycling e.g., junk collages, bottles to recycling center or cashed in for deposit, dead wood for firewood.



Special Advantages of the Setting:
- heightened community awareness for and of your students
- the opportunity to test students adaptive skills regarding new settings/situations

SUMMARY

While not every activity, application, or setting is appropriate for every child with a disability, most can be adapted to the needs of a broad range of individuals.

EXAMPLES OF IEP OBJECTIVES RE-FOCUSED FOR THE OUTDOOR SETTING

1. John will share natural objects during a sharing hike 75% of the time.
2. Bill will cooperate with peers during "The Incredible Journey" activity 50% of the time.
3. Linda will interact with peers during the "Trust Walk" activity at least 75% of the time.
4. Jill will communicate verbally with peers during the "Peanut Butter Pit" activity at least 25% of the time.
5. Fred will decrease inappropriate behavior (screaming)during participation song times at least two songs out of three.
6. Jimmy will self-initiate three nature crafts activities during a one-hour activity period; and complete at least 33% of the activities.
7. Sally will make her camp bed on request 100% of the time.
8. Sandra will pass food at the camp mealtimes at least 90% of the time.
9. Henry will walk across the natural balance beam during the natural balance beam activity 80% of the time.
10. John will pick up litter during a litter hike 50% of the time without prompting.
11. Sally will follow three rules during the "Pancake Role" activity 65% of the time.
12. George will describe his tree using three adjectives during the "Adopt-A-Tree" activity four out of five times.
13. Jill will prepare a tin foil dinner during the cookout dinner without assistance.

14. Henry will tie the string on the birdfeeder during the pine cone birdfeeder activity with no assistance.

15. John will learn the names of two natural objects on a scavenger hunt.

16. Sally will increase her confidence during the trust walk activity by leaving her blindfold on 30% of the time.

17. John will follow two step commands during the "TeePee Fire Building" activity 75% of the time.

LEARNING RESOURCE III-B

PROJECT EXPLORE ACTIVITY CLASSIFICATION SYSTEM

INTRODUCTION

Listed here is a sample activity classification system which exemplifies how outdoor activities can be written as goal statements; for example:

> under Nature Study and Development, a goal would include; to demonstrate knowledge of water movement.

The extensive list of goals under the areas of 1) Nature Study and Development, 2) Camping and Self-Maintenance, 3) Safety and Survival, 4) Arts and Crafts, 5) Sports, Games and Physical Development, exhibit the myriad of content available in outdoor education. Furthermore, it hints to the many objectives that can be written to accomplish IEP or TPO objectives; for example:

> AREA: Nature Study and Development
> Goal (under soil): demonstrates knowledge of rocks
> Sample Objective: John will identify two kinds of rocks 50% of the time during the rock study activity.

Review the list:

1. NATURE STUDY AND DEVELOPMENT

Water

Demonstrates knowledge of water movement
Demonstrates knowledge of water life
Demonstrates knowledge of water usage
Demonstrates knowledge of water properties

Animals

Demonstrates knowledge of mammals
Demonstrates knowledge of birds
Demonstrates knowledge of reptiles
Demonstrates knowledge of fish
Demonstrates knowledge of insects
Demonstrates knowlhdge of annalids
Demonstrates knowledge of amphibians

Soil

Demonstrates knowledge of rocks
Demonstrates knowledge of erosion
Demonstrates knowledge of soil life
Demonstrates knowledge of soil types

Plants

Demonstrates knowledge of a plant collection
Demonstrates knowledge of plant identification
Demonstrates knowledge of plant growth
Demonstrates knowledge of preserving the environment

Sensory Awareness

Demonstrates sensory awareness of the environment

Atmosphere

Demonstrates knowledge of stars
Demonstrates knowledge of weather

2. CAMPING AND SELF-MAINTENANCE

Trip Preparation

Demonstrates proper trip preparation

Self-Maintenance

Demonstrates proper personal maintenance

Camp Operations

Demonstrates ability to prepare and maintain camp

Heat

Demonstrates ability to use various heating methods
Demonstrates ability to employ various light sources

Shelter

Demonstrates ability to use various types of shelters
Demonstrates ability to cleanup during and at close of camp

Cooking and Food Management

Demonstrates ability to cook without utensils
Demonstrates ability to cook with utensils
Demonstrates proper food care/preparation

Meal Recipes

Demonstrates ability to use breakfast recipes
Demonstrates ability to use drink recipes
Demonstrates ability to use snack/dessert recipes
Demonstrates ability to use salad recipes
Demonstrates ability to use bread recipes
Demonstrates ability to use vegetable recipes
Demonstrates ability to use main dish recipes

3. SAFETY AND SURVIVAL

First Aid

Demonstrates proper first aid skills

Prevention

Demonstrates how to prevent accidents/injuries

Survival

Demonstrates knowledge and application of survival techniques

4. ARTS AND CRAFTS

Nature Crafts

Demonstrates artistry in drawing and painting
Demonstrates artistry in printing
Demonstrates artistry in decorative crafts
Demonstrates artistry in wood crafts
Demonstrates artistry in paper crafts
Demonstrates knowledge and skill in using a camera
Demonstrates knowledge and skill with photographs

Musical Instruments

Demonstrates skill in making simple musical instruments

Dance

Demonstrates ability to perform square dances
Demonstrates ability to perform round dances

Songs

Demonstrates skill in learning songs
Demonstrates ability to sing quiet songs
Demonstrates ability to sing movement songs
Demonstrates ability to sing action songs

Drama

Demonstrates ability to perform group dramatics
Demonstrates ability to perform individual dramatics
Demonstrates ability to perform assigned dramatic roles
Demonstrates ability to create through dramatics

5. SPORTS, GAMES AND PHYSICAL DEVELOPMENT

Fundamental Skills

Demonstrates eye motor skills
Demonstrates locomotor skills
Demonstrates gross motor skills
Demonstrates circuit and/or obstacle course skills

Physical Fitness

Demonstrates basic fitness skills
Demonstrates basic jogging skills
Demonstrates rope climbing techniques
Demonstrates ability to bicycle

Games and Relays

Participates in low-organized games
Participates in high-organized games

Team Sports

Demonstrates ability to play softball
Demonstrates ability to play team soccer

Individual Sports

Demonstrates ability to play horseshoes
Demonstrates ability to play golf
Demonstrates ability to play frisbee
Demonstrates ability to participate in archery

Water Sports

Demonstrates basic swimming skills
Demonstrates basic boating skills

Snow Sports

Demonstrates basic snowshoeing skills
Demonstrates basic ice skating skills
Demonstrates basic inner tubing skills
Demonstrates basic snow skiing skills

Fishing

Demonstrates basic fishing skills

(See Resource Section in this Unit for information on purchase of the complete Project Explore Kit)

LEARNING RESOURCE III-C

ACTIVITY SELECTION EXERCISES

Activity analysis is a procedure for breaking down and examining an activity to find inherent characteristics that contribute to program objectives (Gunn and Peterson, 1978). The exercises below are sample approaches to examining outdoor activities, which will aid the planner in providing programs to meet the individual needs of students as well as school/agency capabilities. Complete the following exercises:

Example 1

M. J., a special education teacher has a 12 year old moderately mentally handicapped student who has the following objective in his IEP:

> "to increase total body strength, general skill, and endurance"

M. J. has an activity period of one-half hour to implement a specific chosen activity. She chose four activities from the Project TORCH Resource Guide which might enhance the achievement of the above objective. She chose the following three areas to rate each activity on:

Strength:	this is the amount of strength it would take to carry out the chosen activity once (i.e., archery-placing arrow, pulling string, retrieving arrow, walking back to shooting area, etc.).
Skill:	this is the amount of skill it would take to carry out the activity (i.e., degree of difficulty).
Endurance:	this involves the amount of endurance necessary to carry out the activity over the one-half hour time period.

She then ranked each area from one to four with (1) being little or no benefit from the activity to (4) much or a great deal of benefit from the chosen activities. This is the result of her findings:

Activity	Strength	Skill	Endurance	Total Score	Rank
Archery (30 pound pull at a distance of 50 feet)	3	3	2	8	2(tie)
Natural Balance Beam	2	4	2	8	2(tie)
Log Toss Activity	2	2	2	6	4
Canoeing	4	3	4	11	1

Analysis of Rating

Strength: A (3) was chosen as a rating for archery. This activity requires much upper body strength but not total body strength. The objective is "to increase total body strength." A rating of (2) was given for the natural balance beam and log toss activites. Neither requires much total body strength. Canoeing received a rating of (4) because upper and lower body strength are requried. Legs are used through kneeeling and transporting the canoe; arms for .paddling.

Skill: A (3) was given for archery in the skill area. Hand -eye coordination is the main skill required to get a bullseye. Total skill is the objective. A (4) was given to the natural balance beam activity because of total skill involvement. Both fine motor (i.e., catching a ball on the balance beam) and gross motor skills (balancing/walking) are needed. A (2) is given the log toss activity-little skill is required. A (3) was given the rating for canoeing. While both fine and gross motor skills are required, skill in precision rowing primarily involves only arms.

Endurance: A (2) is given to archery. This activity requires little endurance. The natural balance beam also requires little endurance; thus a rating of (2) for the beam as well as for the log toss activity is given. A (4) was given canoeing as total body endurance is certainly a requirement.

Summary: Clearly, canoeing shows the best potential for the development of total body strength, general skill and endurance (rating total was 11). M. J. chose this activity to implement for her student. She chose the natural balance beam as a back-up activity because if implemented properly, this experience could be effective for the listed objective. In implementing canoeing, M. J. must consider the availability of a water safety instructor, needed equipment and weather conditions.

Choose an objective from one of your students/clients IEP and complete the selection exercise as was done in Example 1 above.

Example 2

B. D. has a class of hyperactive emotionally disturbed students. He is attempting to find out what outdoor activities have potential for the development of the following skills:

Sharing: The student either makes or receives an interaction with the quality of mutuality. Neither the student nor his associate asks or is asked to serve the purposes of the other but to share an experience or activity. E.g., "Hey look at the boat coming in". or "Let's make a submarine".

Helping: The student asks, or is asked for help (materials, information, effort). The student gives or receives assistance.

Asserting: The subject is involved in an interaction attempt, the attempt of which is to gain admiration or interested attention. E. g., "Hey look at me".

B. D. chose five outdoor activities from the Project TORCH Resource Guide which might have potential for the development of the three interaction skills listed above. He then rated the activities on a scale from 1 to 4:

1=no potential for development
2=little potential
3=some potential
4=much potential

This is the result of B. D.'s social interaction potential chart.

Activity	Sharing	Helping	Assisting	Total Rank
Sharing Hike	4	3	2	9
Pitching A Tent	4	4	3	11
Nature Lotto	1	2	2	5
Natural Obstacle	4	4	4	12
Pancake Roll	3	3	2	8

Summary: In analyzing the result of the chart above, it shows that the natural obstacle and pitching a tent are the two activites with the most potential for developing the skills of sharing, helping and asserting. The nature lotto is an activity done primarily by oneself with little potential for the development of the desired skills; while the pancake roll and sharing hike exemplify some potential.

Choose five outdoor activities for your class which might have potential for the development of social interaction skills, and rate them as was done in Example 2. (You may choose different social interaction criteria, such as blocking, demanding, attacking.)

Example 3

Choose an outdoor activity from the Project TORCH Resource Guide or Learning Resource I-A of Unit I: Defining, and rate it on the following scale, with emphasis on cognitive aspects:

Activity ________________

Cognitive Aspects

1. How much concentration is required?

1 2 3 4 5
much none

2. How much long-term memory retention is required?

1 2 3 4 5
much none

3. How much short-term (new information) memory retention is required?

1 2 3 4 5
much none

4. How much strategy is required?

1 2 3 4 5
much none

Total Activity Rating (add numbers and divide by 4)________________

Summary: The above rating scale can be used for other aspect areas such as physical aspects, social aspects and communication aspects. The questions must be changed to relate to the desired need (i.e., under social aspects a possible question may be; does the activity require interaction with more than one other participant?). Try developing your own aspect areas and questions.

LEARNING RESOURCE III-D

ACTIVITY ADAPTATION EXERCISE

INTRODUCTION

The life of disabled people requires them at times to adapt certain activities in order for efficient and effective participation. Some outdoor programs and activities must also be adapted to suit the needs of students who are disabled. The planner must develop creativity and logic in making sure all activities can be made available for the participant. Review the sample adaptations listed below, consisting of ideas for making personal prothethics, settings/environments, presentation methods, and reinforcement methods viable in the outdoor setting; making the out-of-doors a more effective medium for learning. Also consider the General Adaptation Considerations, and finally, complete the Adaptation Situations which will start the planner considering necessary adaptations for effective outdoor programming.

SAMPLE ADAPTATIONS:

1. Personal prosthetics
   a. communication board including natural objects (for someone with poor verbal skills)
   b. squeeze-handled retriever for collection activities (for someone confined to a wheelchair)
   c. double runner ice skates (for persons with poor gross motor skills)

2. Adaptations in setting/environment
   a. creation of a short accessible nature trail to which things you wish your group to experience

3. Adaptations in methods of presentation
   a. task analytic instruction of outdoor skills
   b. emphasis upon sensory aspects of activities rather than cognitive aspects
   c. progression from physical to verbal prompts/assistance in performance of activities (i.e., start by physically moving someone through the steps of an activity, then progress to verbal one-step commands, etc.)

4. Adaptations in reinforcement

    a. camp related specific awards system (e.g., Indian necklace with beads awarded for specified performance, closing awards ceremony focusing upon camp accomplishments)
    b. progression from edible to verbal to intrinsic motivation for participation in outdoor pursuits

COMPLETE THE ADAPTATION SITUATIONS PRESENTED BELOW

1. Adapt a lotto match (see Resource Guide for description of activity) activity to reflect the strengths/needs of a) deaf-blind child, b) a spastic quadraplegic with moderate mental retardation, c) a severely retarded child and d) a deaf child who's hyperactive.

Child	Objective of lotto	Adaptations
a.		
b.		
c.		
d.		

2. List the adaptations required for each of your students to participate in boating and one other activity of your choice.

Student	Adaptations (if any needed)

3. Identify the a) personal prosthetics and b) adaptations in settings/environment you would employ in utilizing the following activities with your students (refer to Resource Guide for description of activities).

    a. twig match - 3-4 twigs are broken in half and mixed. Student's challenge is to match them.

    b. the wall - challenge is for entire group to cooperatively scale a 10 foot wall.

    c. toasting marshmellows - preceded by finding and preparing toasting sticks

Adaptations (if needed)

activities	personal prosthetics	setting/ environment
1.		
2.		
3.		

4. Identify the a) adaptations in methods of presentation and b) adaptations in reinforcement you would employ in utilizing the following activities with your students.

Activities:

1. building a teepee fire - finding wood, constructing and lighting

2. leaf puzzle - assembling waxed or plain leaves that have been cut into pieces

Adaptations

activities	methods of presentation	reinforcement
1.		
2.		

UNIT IV

IMPLEMENTING

CRITICAL QUESTION:

HOW CAN I INSURE THAT THE OUTDOOR PROGRAM IS CONDUCTED EFFECTIVELY AND EFFICIENTLY?

TOWARD AN ANSWER: Successful execution of an outdoor program requires good planning. The key element is effectively monitoring the process of program implementation: are activities/experiences actually being conducted and being conducted appropriately and consistently? To insure that this takes place the leader must:

1. formulate a comprehensive program schedule
2. arrange program logistics (i.e., facility selection, financial arrangements, transportation needs, etc.)
3. apply health and safety standards to all components of the program and employ a means of monitoring these standards

CASE STUDY: Have you ever heard the story......

-The outdoor leader who forgot to make sure she had a water safety instructor (WSI) on an outdoor trip with their students?

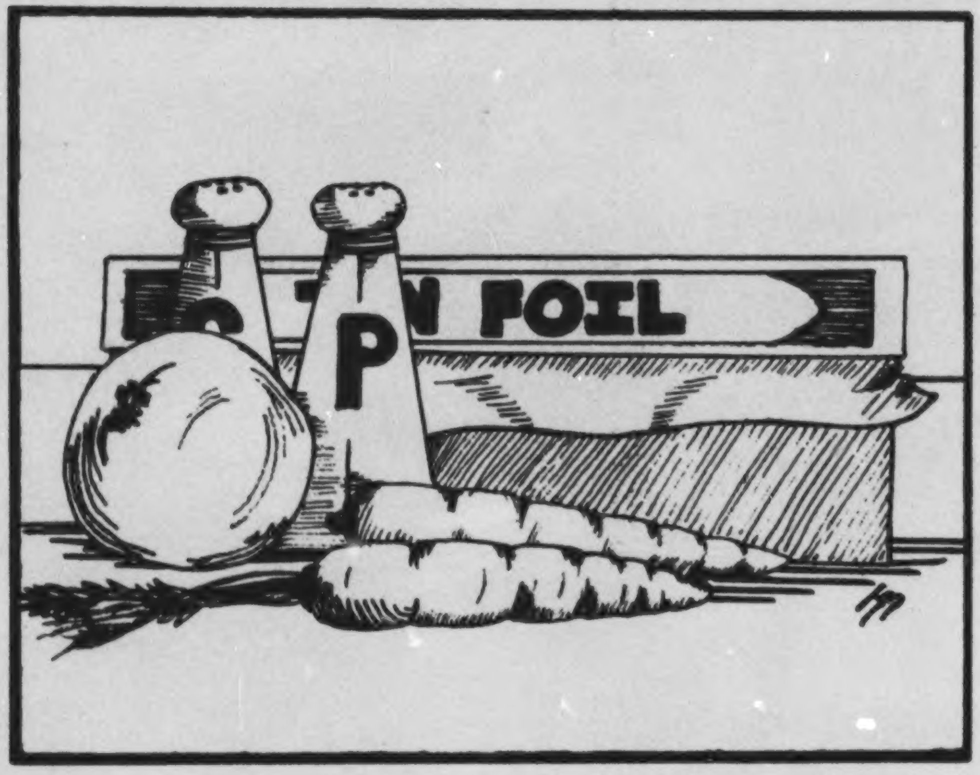
Well: the campout site was next to a beautiful lake but everyone had to sit on the beach and contemplate the coolwater. You don't go swimming or boating without a water safety instructor or a person with a senior life saving certificate.

-The teacher who forgot to inform the other staff that Cindy was allergic to eggs?

Well: Cindy had four helpings of scrambled eggs; poor Cindy had to go home, and missed half of the outdoor experience.

-Or the outdoor leader who failed to make sure all students/clients had proper rain wear?

Well: They were camping in a rain forest for four days, and it rained three of those four days; the parents were not happy about having their children home for two weeks with colds after four days of respite.



"Unfortunately, the stories above are true: Make sure special diets are considered when planning the menu."

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. OBJECTIVE: To understand critical considerations pertinent to program planning.

   ACTIVITIES:
   - -Complete Learning Resource IV-A (Planning Worksheet).
   - -Complete Learning Resource IV-B (Sample Schedule and Forms Worksheet).

2. OBJECTIVE: To know health, safety and program standards.

   ACTIVITIES:
   - -Review Learning Resource IV-C (Standards Potpouri).
   - -Complete Learning Resource IV-D (Safety and Health Guidelines).
   - -Review Learning Resource IV-E (Some Ethics For The Outdoor Program).

3. OBJECTIVE: To identify techniques for monitoring/evaluating/revising programs during implementation.

   ACTIVITIES:
   - -Review Learning Resource IV-F (Process Considerations).
   - -Complete Learning Resource IV-G (Activity Evaluation Record).

SELF-TEST

I. Identify four considerations relative to facility selection for a residential experience.

Considerations

1.

2.

3.

4.

II. Identify three different sources of staff for the outdoor program.

1.

2.

3.

III. Identify five sources of financing for the outdoor program.

1.

2.

3.

4.

5.

IV. Identify at least ten resource people, agencies, or information services relevant to planning and implementing your outdoor program.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

V. Provide five examples of personnel policies/practices to be incorporated in the implementation of the outdoor program (based on ACA Standards).

1.

2.

3.

4.

5.

VI. Provide three examples of procedures/activities/instruments usable in monitoring/evaluating/revising the outdoor program while it is in progress.

1.

2.

3.

VII. Generate a timeline for the planning and implementation of a three day, two night residential outdoor education experience for your students/clients. Include all planning steps (e.g., gain administrative approval, introductory parents meeting, staff orientation, etc.) as well as the specific schedule and activities.

RESOURCES

Camp Standards With Interpretations for the Accreditation of Organized Camps. American Camping Association, Bradford Woods, Martinsville, Indiana, 1980.

This manual includes a complete listing of all standards with explanations by which a camp may be accredited by the American Camping Association. Contained are practices that are basic to quality camp operation; exceeding the minimum requirements for health and safety basically inherent in state and federal legislation.

Ford, Phyllis M., Drehler, A. R. and Crandall, K. C. *Resident Sites For Outdoor Education*. University of Oregon, Eugene, Oregon, 1974.

Lewis, Charles A. *The Administration of Outdoor Education Programs*. Kendall/Hunt Publishing Company, Dubuque, Iowa, 1975.

This book contains information on all aspects of the outdoor education program. Provides a great deal of practical information for the outdoor leader. It covers rationale, integrating outdoor programs, planning, logistics and various other necessary outdoor related facts.

Mitchell, A. V., Crawford, I. B., and Robberson, J. D. *Camp Counseling*. W. B. Sanders Co., Philadelphia, Pa., 1970.

Project REACH. *Camp Staff Manual*. Project REACH, 1979. Available through the American Camping Association, Bradford Woods, Martinsville, Indiana.

This manual is designed for training camp and outdoor center staff. Can be adapted to meet the training needs of any outdoor center or camp.

Rodney, Lyn and Ford, Phyllis. *Camp Administration*. The Ronald Press Company, N. Y., N. Y., 1971.

This book contains principles, practices and administrative relationships of the resident camp operation. Includes information relative to providing the camper with a broader and richer life experience along with an understanding of democracy, leadership, and wholesome group life. Practical components of this work include sample administrative forms, charts, job descriptions, and additional management illustrations.

Schramm, Wilbur. Classroom Out-of-Doors: Education Through School Camping. Sequois Press/Publishers, Kalamazoo, Michigan, 1969.

Standards Personnel Manual. American Camping Association, Bradford Woods, Martinsville, Indiana, 1978.

LEARNING RESOURCE IV-A

PLANNING WORKSHEET

Without systematic and efficient planning and implementation strategies, good outdoor program objectives and activities remain wishful thinking. The key considerations include facilities, personnel, financing and program arrangements, as well as the utilization of resources (people, agencies, information services). Also important is the integration of the outdoor program into the overall school program.

I. FACILITY (SITE SELECTION)

Areas that might be available for the residential outdoor programs are residential camps, outdoor centers, community and state parks, national parks, and community recreation areas. For information, contact:

1. The American Camping Association, Bradford Woods, Martinsville, Indiana, 46151 (they will provide you with a regional directory listing residential camps in your state).
2. Ask your students or their parents if they attend summer camps.
3. Call your State Department of Natural Resources (they will provide you with a list of State Parks available for camping).
4. Check with the National Park Service to determine if you have any national parks in your state.

List at least five potential resource sites for your residential outdoor program.

1.

2.

3.

4.

5.

List at least seven specific potential resource sites to implement lead-up and follow-up activities in order to compliment the outdoor program (i.e., school playground, local park).

1.

2.

3.

4.

5.

6.

7.

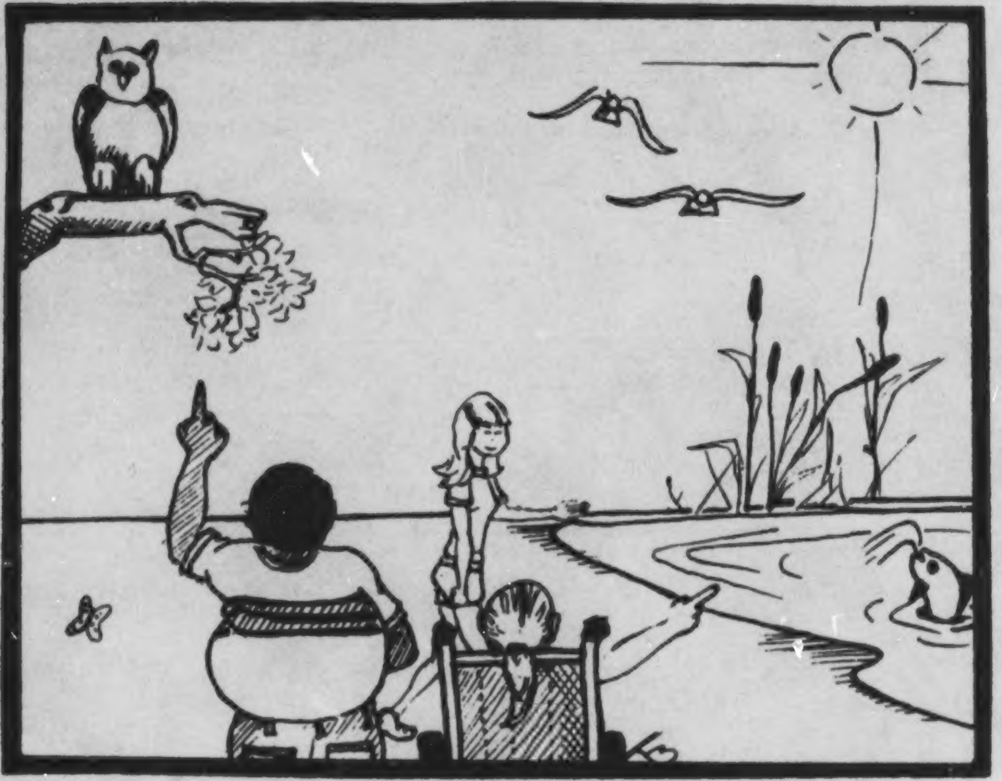
Potential Outdoor Site Visitation Checklist (when visiting your potential resource site check them with the ACA Standards With Interpretations Guide, Bradford Woods, Martinsville, Indiana. See: "Standards for Persons With Special Needs" section).

Special Considerations (Residential)

	Yes/No	Comments
1. Is the site available for non-ambulatory students (i.e., accessible baths, appropriate trail width, etc.)		
2. Is there enough equipment and open area available for activities?		
3. Is there enough housing for your group? heated?		
4. Is the distance from school to the site reasonable?		
5. How much would the program cost per person? (get an estimate from site director)		

Considerations for Sites to Implement Lead-Up/Follow-Up Activities

	Yes/No	Comments
1. Is the site within walking distance of school?		
2. What hours/days is the site available?		
3. Is there a user fee charged?		



"Make sure when activity areas are selected, they are accessible for those who have mobility problems."

II. PERSONNEL (WHERE CAN I GET THEM?)

There are several considerations you must deal with regarding staff for an outdoor residential program. You need additional staff when considering the residential 24-hour setting. Outdoor activities sometimes require additional personnel, especially if you have non-ambulatory students (non-ambulatory students usually need a 1:1 staff-student ratio). If you need additional staff you might consider:

1. parents and fellow staff members
2. college students in special education/recreation (therapeutic/outdoor education)
3. non-disabled school mates
4. available staff at resource center (i.e., residential camp, outdoor center.

Make an initial inquiry as to how many staff you could generate for an outdoor program.

COMPLETE THE FOLLOWING ACTION PLAN:

Contact the following:	Date Contacted	Comments (i.e., were they interested)
1. Closest university or college; contact chairman of Sp. Ed. Prog., Rec. Therapy, Outdoor Ed. etc. for student involvement		
2. Parents of students		
3. Fellow staff (i.e., adaptive p.e. teacher, aides, etc.)		
4. Contact potential resource site for available staff		
5. Local high school for high school volunteers		

III. FINANCING (HOW CAN I GET FUNDING FOR THE PROGRAM?)

-Determine what the program will cost per person.
-Discuss possible funding with principal, director of program, and parents.
-Purchase your state foundation grant directory and explore possible grants.

- Initiate fund raising projects (get parents and students involved.
- Discuss the possibility of P. L. 94-142 funds covering the cost of the program.
- Obtain and review ERIC document of Funding for Outdoor Education written by Irwin Rosenstein, New Mexico State University, University Park, N. M., 1973.
- The more training you and your staff have in Outdoor Programming, the less your program will cost. You won't have to hire many outdoor professionals.

PAST FUNDING SOURCES

1. State funding was obtained to implement outdoor programs (Indiana State Title IV Innovative Education). Check your state department of public instruction (Board of Education).

2. In the State of Indiana a Special Education Cooperative funded their outdoor program through Public Law 94-142. Outdoor programs were written into each child Individual Education Program.

3. A teacher and students funded their outdoor program by selling candles through a wholesale company.

4. A special education cooperative funded their outdoor program on a state foundation grant (refer to your state foundation directory).

5. A special classroom funded their outdoor program through donations by a local Kiwanis group.

6. A special education cooperative funded their outdoor program from Title I monies.

IV. PLANNING (COMPLETE THE FOLLOWING QUESTIONNAIRE)

	Yes/No	Comments
1. Have you considered an orientation for staff prior to residential outdoor program? (Obtain the Camp Staff Manual by Project REACH available through ACA, Bradford Woods, Martinsville, Ind.		

	Yes/No	Comments
2. Have you considered the nature of the 24-hour setting such as:		
-special diets needed for staff and students?		
-the need for medical personnel to distribute medications?		
-the need for water safety instructors (WSI) if using a lake or pool?		
-the need for personnel with first aid skills?		
-the need for transportation; are the buses available?		
-the need for insurance coverage?		
-how are meals to be prepared (i.e., by students, a cook, etc.)?		
-need for evaluation of the program (i.e., staff meetings during and after experience)?		

LEARNING RESOURCE IV-B

SAMPLE SCHEDULES AND FORMS

The following are a variety of schedules and forms utilized by planners in implementing outdoor programming with their students/clients.

A. Camp Schedule (sample)

B. Information Sheet for parents to complete

C. List of Things to Bring

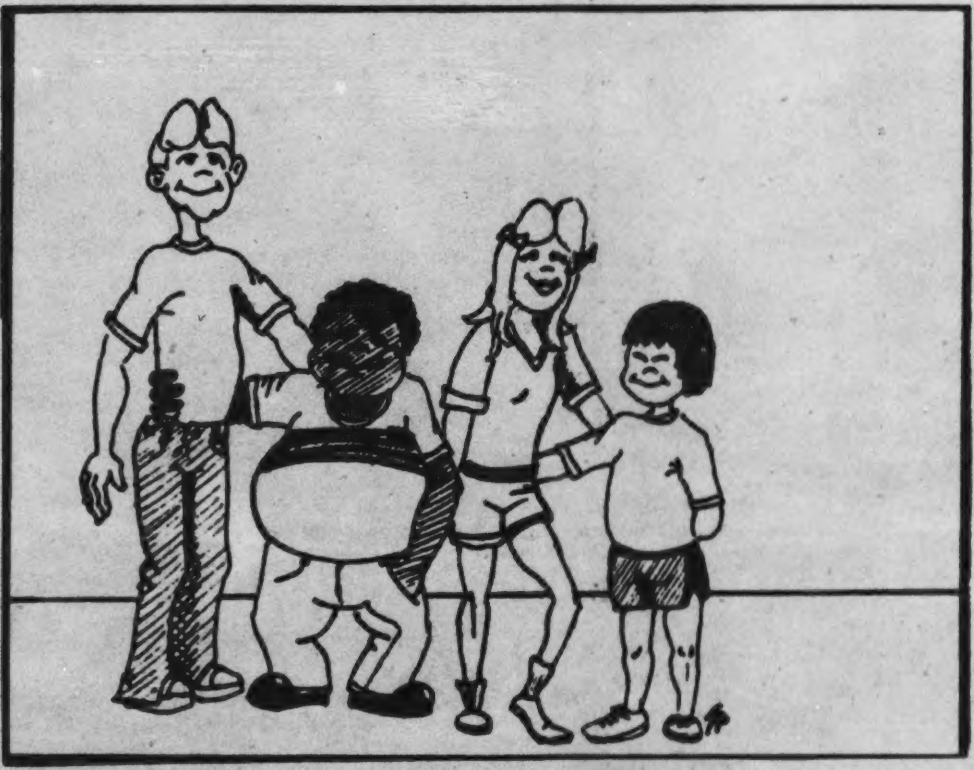
D. Restriction Sheet to old staff unfamiliar with child

E. Follow-up Letter to Parent

SAMPLE SCHEDULE OF ACTIVITIES

MONDAY

10:30	Arrival at Camp, Outdoor Center, or State Park.
11:00 a.m.	Unpack and set up cabins, dorms, or tents.
12:00 Noon	Lunch, songs (volunteer group of students sets up for lunch).
1:00 p.m.	Orientation of outdoor center facilities and procedures: including tour of buildings, resource areas, activity areas; entire center so students know where the are (this is important in case a student gets lost).
2:00 p.m.	Activity Period: could include an all group activity or students could break into small groups.
3:30 p.m.	Activity Period: Length of activity periods depend on nature of groups. Students with physical disabilities usually need longer periods due to the amount of time it might take to get them from one activity area to another. Students with behavior disorders may need several short activity periods to allow for quick changes in activities if one is not successful.



"Make sure the length of the activity periods are appropriate for the characteristics of your group."

5:00 p.m.	Dinner, songs, stories (group is assigned for set-up and clean-up).
6:00 p.m.	Free Time: cabin or tent groups could plan their own activity at this time.
7:00 p.m.	All camp evening program. A campfire program is usually beneficial on the first night.
8:30 p.m.	Return to cabins or tents. Good time for showers. Lights out generally around 9:30 p.m. (NOTE: during the day you may want to allow for toileting schedules if needed.)

TUESDAY

7:30 a.m.	Wake-up, clean cabins or tents.
8:30 a.m.	Breakfast, songs, skits and any announcements for the morning.
9:30 a.m.	Check schedules, finish cleaning cabins and surrounding areas, start toward activity areas.
10:00 a.m.	Extented Activity Period: due to extended time, you may want to try boating, canoeing, or any other activity which takes additional time.
12:00 Noon	Jungle Co-op lunch: Students search for lunch and share what they find.
1:00 p.m.	Rest hour if needed.
2:00 p.m.	Activity Period: Outdoor learning activities (i.e., quadrant study, adopt-a-tree).
3:00 p.m.	Activity Period: Adventure programming (i.e., natural obstacle course, ropes course, initiative games).
4:00 p.m.	Students prepare their own cook-out meal (i.e., dutch-oven cooking, tin-foil dinners). Students eat with their cabin or tent groups.

6:00 p.m.	Cabin groups plan/coordinate their own activity (i.e., fishing, archery, night hike).
7:30 p.m.	All Camp Square Dance.
9:00 p.m.	Showers, stories, lights out at 9:30 p.m.

WEDNESDAY

7:30 a.m.	Wake-up, clean-up cabins or tents, pack-up and make ready for departure.
8:30 a.m.	Breakfast, songs, stories, awards (everyone receives participation award), announcements.
9:30 a.m.	All camp special event (i.e., Indian Olympics, Carnival, Pioneer Day).
12:00 Noon	Lunch, farewell songs.
1:00 p.m.	Departure time, buses arrive.

EXERCISE 1: Complete a schedule for a three day, two night residential outdoor education experience. Provide much more detail than the sample above; include specific activities you will use for the entire program (also include an alternative rainy day schedule!).

INFORMATION SHEET FOR PARENTS

Student's Name_______________________________

Address: ____

Emergency Contact:___________________________________

Relationship:___________________Phone:____________________

Alternate Person:____________________________________

Relationship:___________________Phone:____________________

Do you wish your child to purchase a camp shirt?

Check one: yes_____ no_____ undecided_____

Does your child usually sleep through the night? yes____ no____

Any night time problems or habits we should be aware of (e.g. needs light on, needs toileting, sleep walks, etc.). If possible, explain.

____

____

If any of the following will effect the student while at camp, please provide and/or give details and instructions:

1. dietary restrictions:______________________________
2. allergies:_______________________________________
3. seizures:____
4. activity restrictions:_____________________________
5. medications (specify type):________________________

   (dosage and time of day):__________________________

IMPORTANT: Please sign below as an indication that camp medical staff may administer above listed medication and/or may transport the student to local hospital in case of an emergency.

_________________________________ (Parents Signature) _______________ (Date)

If additional comments, please write on reverse side. Thank you.

SUGGESTED CLOTHING LIST

Name________________________________

No. of Items	Suggested Clothing	Suggested Toiletries	No.
	long pants/jeans	brush/comb	
	shirts/jerseys	soap	
	underwear	toothbrush	
	tee shirts/bras	toothpaste	
	socks	powder	
	sweatshirt	deodorant	
	warm jacket	laundry bag	
	sweaters	Optional:	
	pajamas	shampoo	
	bathrobe	handcream	
	shoes	extra towel	
	boots	knapsack	
	slippers/thongs		
	rain gear		
	one nice outfit		

Optional Items: (please check if sent)

sleeping bag
flashlight
camera/film
other:

Please put student's name and number of each item packed. Please tape this list inside student's suitcase. Thank you. NOTE: towels and bed linens will be provided by the camp.

EXERCISE 2: Prepare a suggested clothing list for a two day, one night backpacking trip with your students.

PARENTS REQUEST FOR GIVING MEDICATION

AT

________________________________School

We request the school to see that my child ____________________
name

in grade_____ receives the medication prescribed by Dr._________

address__________________beginning __________to______________.
date date if known

We, the parents agree by signing this statement that we will not hold liable any member of the school staff who is directed by us (the parents) and the school administration to assist our child in taking said oral medication.

____
parent(s) signature

____
address

_____________ _____________
date phone

The medication should be delivered directly to the school nurse, principle or teacher by the parent or guardian. It should be a container properly labeled with the student's name, the physicians name and his signature, the date or original prescription, name and strength of medication and directions for taking by the student.

CAUTION: PLEASE READ CAREFULLY BEFORE SIGNING

MEDICATION WILL NOT BE GIVEN UNTIL THIS FORM HAS BEEN DELIVERED TO THE SCHOOL.

The Superintendent of Schools

Date____________________________

Dear Parents,

I am requesting your permission to take ______________
child's name

to ________________________ located at _____________________________
name of camp address

on ________________________ for the purpose of an outdoor
dates

education/recreation experience.

This trip will be made by center students only, to be directed by the complete teaching staff. Arrangements for a bus are still being worked on, however, this will be provided by the school, at no cost to you.

Please indicate below your consent for the participation of your child in the above mentioned activities. Thank You.

C. D.

____yes, I will give my consent for my child to attend camp.

____no, I do not give my consent for my child to attend camp.

____
signature of parent or guardian

March 21, 1979

Dear Parents:

As your child's camping trip draws near, there are some last minute details that come to mind. Attached to this notice is a brief questionnaire asking for information that would be helpful to the staff during our camping experience. Kindly fill it out and return it to me at school within the next few days. Please be sure to include a telephone number where you may be reached that week in case of an emergency. It might be a good idea to put down an alternate number to call in case you can't be reached. Also, please be specific about any medications to be administered at camp and be sure to sign the permission slip to administer them.

Also, attached is a list of suggested clothing and personal items that should be brought to camp. There are also some optional items that may be brought to camp but are not considered necessary. As you and your child pack for camp, kindly mark the number of each item packed and tape the list inside the suitcase. This will be helpful to us in making sure we have everything when we are packing to return home. It might also be a good itea to mark the child's name on belongings and clothes to prevent their loss.

There will be camp t-shirts available for anyone wishing to purchase one. There will also be items like postcards available at the camp trading post and students may purchase an occassional soda from the soda machine. (Free snacks will be provided by the camp in the afternoon and evening.) If you desire to do so, you may send some spending money (no more than $5.00 please) in an envelope with the student's name and the amount of money enclosed on the front. At camp, the money will be kept safely in the office and will be made available to students when needed.

We are very much looking forward to this camping trip and the students and staff are excited about it also. We're sure it will be a most memorable experience for all concerned. Again, we would like to invite parents and families to come and visit us at camp; please just estimate when you will arrive. And we sincerely hope that many of you will be able to take advantage of this "free time" to get around to doing things or going places you haven't been able to get around to. Enjoy your vacation as much as we will be enjoying ourselves!

Sincerely,

N. H. Staff

EXERCISE 3: Prepare a letter to the parents of your student's explaining your outdoor program (i.e., benefits to students, logistics, etc.)

Group

Child's Name Paul Person Responsible DK

Behavior Patterns: crying-tell to stop fast talking

Discourage: comments as "shut up"
the fonz

Encourage:

Tantrums:

Toileting Routine: will tell you when has to use bathroom - uses on own

---

Communication

Expressive: verbal - sometimes uses a sign

Receptive: speak face to face using sign very slowly
may need to repeat several times

Night time Patterns:

Dietary Problems: no peas, corn

Allergy's:

Medical Problems: some hearing

Medications:

Goals for Stay: new friend attachment
improved communication
ability to start day off right

JMD School
Camp Notes

Hope all of the children returned home from camp happy and with most of their belongings. I know that they were all very tired!

Things went well. There were about forty children there and there was an age and ability range, that included all of our children.

Ted, Megan and Anne spent most of their days and nights with the older children. Mat and Rita slept with the older youngsters, but were with the younger age groups for the daytime activities.

Each child has one or two favorite activities:

Mat	swinging on the swing set
Rita	rock climb
Erin	swinging
Sonya	syrup and pancakes
Ted	camp out
Megan	her group, wood family, piano, practicing Rise & Shine
Krista	night hikes
Anne	climbing the tree
Shawn	kickball, eating, the cabin
Abbey	was absent for our discussion but I think she liked the sun shining through her window in the morning, trampoline and digging in the leaves

Very few of the children had complaints:

Megan liked everything except the tuna sandwiches
Teddy didn't like doing the dishes
Shawn didn't like some of the walks

All of the kids wanted to go back next year, except Shawn; he wanted to go to his brother's camp!

Most of the children said they made some friends and could remember some of their names.

Extras:

Ted, Megan, Anne, Mat and I spent Wednesday night camping out in the woods in a tent. It was very cold, but we all survived. Mat was especially helpful in starting the campfire early in the morning.

Anne climbed a tree to "over the rooftops" and was lowered to the ground by a rope around her waist and legs. This was very exciting for Anne and for all her spectator fans.

Rita was a champion hiker. She went on all the hikes even the long and difficult ones.

Dot our class volunteer, deserves a special thank you. She came up on Tuesday and Wednesday with Pat.and Charlene and her help was very much appreciated. Of course, Debbie and I, who stayed on for the night duty earned our Masters degree in camping experience.

Hope you all enjoyed yourselves and had a mini-vacation of sorts.

It was a special experience for all of us.

DP
Learning Resource Teacher

LEARNING RESOURCE IV-C

STANDARDS: A POTPOURI

In addition to displaying common sense and obeying local and state laws and regulations, the leader of outdoor programs should be aware of the following standards pertinent to program planning and implementation areas:

Administration: managerial aspects which facilitate the use of buildings, natural environment, equipment, and human environment in terms of safety, health, sanitation, and business efficiency.

Examples:

a. Is each camper covered by health and accident insurance?
b. Is emergency transportation available at all times?

Source: Part 1-B "Administration Standards" Camp Standards With Interpretations. From American Camping Association, Bradford Woods, Martinsville, Ind.

Aquatics: water activities and personnel, e.g., bathing, diving, lifeguards.

Examples:

a. lifeguards--use the buddy system and strictly enforce it during all swimming periods
b. bathers--wait at least one hour after meals before entering the water.

Source: Aquatic Safety Standards for Children's Camps. Procure from State of Michigan Department of Social Services, 300 South Capital Drive, Lansing, Mi. For detailed water safety information procure the following from your local Red Cross Chapter: Lifesaving: Rescue and Water Safety and Basic Rescue and Water Safety.

Arts and Crafts: operating procedures for equipment, toxic materials, general considerations.

Examples:

a. treat all paints and solvents as potential toxic and flammable when their characteristics are unknown
b. a flat and secure base should be used for splitting and chopping wood, punching leather or hammering nails

Source: Arts and Crafts Safety and Health Guidelines. Procure from U. S. Department of Health, Education, and Welfare, Public Health Service, Center for Disease Control, Bureau of State Services, Environmental Health Services Division, Atlanta, Georgia, 30333

Dangers of The Woods: includes poisonous insects, people, fire, sanitation, water, animals, poisonous reptiles, trees, poisonous plants, injuries and illnesses, exposure and getting lost.

Examples:

a. forbid anyone from riding on the back of an open truck or any other vehicle that is not designed for carrying passengers
b. gasoline or kerosene must be stored in a locked, ventilated shelter, well away from buildings

Source: Ernest F. Schmidt. *Camping Safety*. Procure from American Camping Association.

Fire Safety: fire prevention, protection and evacuation procedures.

Examples:

a. are no smoking rules posted and enforced?
b. are all staff aware of the location of fire extinguishers?

Source: *Fire Safety In Children's Camps*. Procure from Bradford Woods, Martinsville, Indiana, 46151

First Aid Treatment: standing orders for first aid treatment.

Examples:

a. insect bites and stings - remove stinger if still present; ice will reduce discomfort; apply approved ointment
b. toothache - rinse mouth with warm salt water; oil of cloves to the tooth until a dentist can be seen

Source: Samples of required written materials, Attachment B, Standing Orders for First Aid Treatment. Procure from Program Manager, Michigan Department of Social Services, Children's Camp Licensing, P. O. Box 30037, 116 W. Allegan, Lansing, Mi.

Food Service: preparation and serving of food; maintenance of food service areas and equipment.

Examples:

a. does the menu call for the use of standardized recipes?
b. use washed, unpeeled fruits and vegetables whenever possible

Source: Food Facts, You Are What You Eat. *Children's Camp Operator's Information Bulletin*. Procure from Michigan Department of Social Services for more comprehensive information, procure *Field Guide-Food Service Supervisor: Camps for the Physically Handicapped*, available from American Camping Association, Bradford Woods, Martinsville, Indiana 46151.

On The Trail: clothing, campfires, safety on the trail, trail sanitation, equipment.

Examples:

a. if possible at least one counselor should be familiar with the trail area through previous experience before departing with a group of campers

b. fires should never be left unattended

Sources: *On The Trail Safety and Health Guideline*. Procure from U. S. Department of Health, Education, and Welfare, Atlanta, Georgia.

Personnel: management, selection, training and morale of camp staff.

Examples:

a. does staff members have at least two hours free (daily) from assigned camp responsibilities?
b. does the pre-camp training program include the following elements: opportunity for staff to:

1. get acquainted with each other and develop a working relationship

2. become familiar with the program resources of the site and facilities

3. understand the camp objectives and how to implement them through programming and

4. learn the operational procedures?

Source: Part 1-C, Personnel Standards, Camp Standards With Interpretations. Procure from the American Camping Association.

Program: quality of the activities and experiences offered in camping program.

Examples:

a. are opportunities provided for campers to assume responsibility for group living tasks?
b. does the camp have a written outline describing how specific objectives for camper development are implemented?

Source: Part I-D, Program Standards, *Camp Standards With Interpretations*. Procure from the American Camping Association.

Security: measures employed to protect campers, staff, equipment, premises and services from hazards inherent in the camp's operation.

Examples:

a. don't give personal information about the camp or its occupants to strangers over the telephone
b. maintain a liaison with your local law enforcement agency

Source: "Security" Children's Camp Operator's Information Bulletin. Michigan Department of Social Services.

Site: the physical setting of the camp or program.

Examples:

a. has the person in charge verified that the water supply for all purposes is approved by the government or by an independent laboratory at least annually?
b. are written policies regarding the use of the site given to the director of each rental or leasee group?

Source: Part 1A, Site Standards. Camp Standards With Interpretations. Procure from American Camping Association.

Watercraft: small craft care, storage and use; personal flotation devices; staff/camper skills and supervision.

Examples:

a. PFD's that have been damaged should be destroyed to avoid inadvertant use

b. in the event of a capsize, campers should stay with their craft until help arrives, presuming the craft floats; they should not try to swim to shore

Source: Watercraft Safety and Health Guidelines. Procure from U. S. Department of Health, Education, and Welfare, Public Health Service, Atlanta, Georgia.

Winter Activities: environmental considerations (e.g., weather, ice safety), individual and group preparation (e.g., clothing, nutrition), emergency procedures, and activities (e.g. winter camping, ice skating, snow sliding, cross country skiing)

Examples:

a. never use a motorized vehicle to tow anyone on a sled or toboggan
b. the basic principles of keeping warm in cold weather can easily be remembered by the key word COLD; be careful to:

    1. keep your clothing CLEAN
    2. avoid OVERHEATING
    3. wear LOOSE clothing in LAYERS
    4. keep your clothing DRY

Source: Winter Activity Safety Standards

OTHER AREAS AND SOURCES

Accessibility: A Guide To Designing Accessible Outdoor Recreation Facilities. Heritage Conservation and Recreation Service, U. S. Department of the Interior, Lake Central Regional Office, Ann Arbor, Michigan, 1980.

Adventure Programming: Legal Liability. Project Adventure, Hamilton, Ma.

Outdoor Recreation: Project SANE III, Central Susquehanna Intermediate Unit, Lewisburg, Pa.

Tenting, Backpacking, Campcraft: Campcraft Instructor's Manual: Bradford Woods, Martinsville, Indiana: American Camping Association, 1973-75.

LEARNING RESOURCE IV-D

SAFETY AND HEALTH GUIDELINES

The guidelines which follow were developed at Camp Confidence in Brainerd, Minnesota. Guidelines of this type should be developed for all components of your outdoor program and addressed in detail during students and staff orientation. In addition, disaster (e.g., fire, electrical storm, lost student) procedures should be spelled out and all risks to humans/hazards at program sites identified and accommodated through policies (e.g., wood frame building, risk-fire, regulation-candles will not be used in these buildings).

1. Develop a safety and health checklist for your program (for example):

	Comments
WSI's_____	
Extra Sleeping Bag_____	
Medical Staff __x__	We have two emergency medical technicians on staff

2. Swimming: Swimming and wading are allowed only when the lifeguard is on duty. These activities take place only within the area enclosed by the "U" shaped dock at the main beach. A staff member must be on the dock whenever any of his campers are swimming or wading. If one of your campers is prone to having seizures, be in the water with him at all times.

3. Docks: The main dock and beach area are the only areas designated for swimming and wading.

   The dock by the tenting area is only for the convenience of loading and unloading of supplies, to obtain water for clean-up purposes, for nature studies, and for fishing. This is not a swimming or wading area

   The dock on the lakeshore nature trail is for the purpose of nature study. This is not a swimming or wading area.

A staff member must be on the dock whenever any of his campers are participating in dock activities (fishing, swimming, wading, etc.).

4. Life Jacket Safety:	The life jacket safety training area is located to the north of and directly below the parking lot. We encourage you to get all of your campers involved in this training.
5. Pontoon Boat:	A maximum capacity of six (6) campers and two or three staff members are allowed on the pontoon boat at one time. All individuals participating (INCLUDING STAFF MEMBERS) must USE approved life jackets.
6. Canoes:	A staff member may check out a canoe to use in the designated area with one of his campers only after the camper has successfully completed the life jacket training course. Again, all must wear life jackets.
7. Campfires:	All cooking fires must be contained in designated areas (barrel camp grills) and must never be left unattended. Be sure all campfires are completely put out before leaving camp or retiring to bed. Evening campfires may be held in the shelter or in council ring areas.
8. Food and Refrigerator:	A refrigerator is provided in the red house for camper foods requiring refrigeration. This unit must not be cluttered with leftovers. Please remove all foods from the refrigerator as well as your campsite when your camping session is completed.
9. Cleaning of Cooking Equipment:	For the safety and health of campers it is most important that all cooking equipment and eating utensils be thoroughly cleaned following each meal. The boiling of all utensils after washing is the best procedure. Air dry all equipment.

10. Water: Do not drink water from the lake. Drinking water is available from the several cold water taps throughout camp. Store your drinking water in covered containers.

11. Garbage: Put all garbage in the containers provided. See that the can covers are tied down after use. Garbage cans belong in their little wooden sheds.

12. Toilets: Toilets are located in the central bathhouse, ski chalet, and cabins. One outdoor toilet is located near the tenting area and another is in the nature playground area. All excretory and toilet functions must be performed in appropriate toilet facilities.

13. Towels, Wash Cloths, Sleeping Bag Liners: All towels, wash cloths, sleeping bag liners, and rags are stored in the equipment room of the central bathhouse. Please do not attempt to use bath towels or dishtowels for cleaning blackened pots and pans or mopping up operations. There is an adequate supply of clean rags for these purposes.

14. First Aid Supplies: A central first-aid kit is stocked in the white house. This also contains a complete poison kit. Another first-aid kit is located in the ski chalet.

15. Fishing Poles: Please remove any fishing poles from the dock or pontoon boat when they are through being used. Return them to the rack provided at the main beach area.

16. Poison Ivy: We have a good crop of poison ivy about the camp. Familiarize yourself and your campers with its appearance. Leaflets three--let it be. A good preventative for poison ivy irritation after possible contact is wash the exposed skin as soon as possible with soap and water. Fels Naptha bar soap is very effective.

17.	Sunburn:	Many of your campers will not be accustomed to long periods of sun exposure. Take adequate precautions, (shirts, hats, sunscreen lotions, etc.) to prevent them from experiencing bad cases of sunburn. Also, be aware of a camper's increased susceptability to sunburn because of certain medications he may be taking.
18.	Fire Extinguishers:	Fire extinguishers are located in each building at camp and these are for emergency use only. Please report any usuage of these to the camp staff.
19.	Emergency Phone Numbers:	Emergency telephone numbers are posted near each phone.

LEARNING RESOURCE IV-E

SOME ETHICS FOR THE OUTDOOR PROGRAM

INTRODUCTION

The most important component of the outdoor program is the development of a personal outdoor ethic by both the leader and learner. Many teachers have stated that their mentally handicapped students would never understand conservation and ecology concepts. But, if leaders can teach their students not to litter they would be far ahead of 95% of the American population in understanding outdoor ethics.

It is most important to follow outdoor ethics because it is the right thing to do, not just because it is the rule. We must learn to minimize our impact on the land; developing a sense of stewardship in the learners. The real outdoor person understands the need to preserve the landscape but also develops an awareness of the "spirit" of the wilderness which makes it such a wonderful and educational medium.

There are several obstacles that need to be overcome before the exploitation of outdoor areas cease. The frontier tradition, or the idea that we must conquer the wilderness must be changed. Overpopulation, large groups, and clubs are overrunning delicate wilderness areas. An over abundance of campfires and the use of hard-soled boots cause erosion when not controlled. When planning and implementing the outdoor program, the leader must adhere to the following outdoor ethics:

1. Do not peel bark off living or non-living trees.

2. Refrain from picking rare wildflowers and also limit the removal of any irreplacable natural object.

3. Do not bathe or wash in streams or lakes, this adds to water pollution.

4. Do not cut living trees, living brush, or any other living materials.

5. Stay off trails if they are muddy. Severe erosion will occur if trails are used furing rainy season.

6. It is important to limit group size in the out-of-doors. As you increase the group size you increase the impact on the natural area. Divide your group into a number of small trail groups; challenge the groups to see how they can erase any sign of them camping or hiking in a certain area.
7. Do not litter. All litter must be carried with you if your on a camping trip or hike. Do not bury litter; animals will dig it up.
8. Refrain from building fires during dry spells, use portable stoves whenever possible. Only build fires in designated areas and keep them small.
9. Again, always erase all evidence of your being in a camping area or on a hiking trail.
10. Refrain from tramping or hiking through fragile terrain.
11. Camp at maintained and designated sites.
12. Keep the noise down when in the woods, giving respect to other groups and the natural inhabitants.

LEARNING RESOURCE IV-F

PROCESS CONSIDERATIONS

1. Was the program implemented or conducted as planned?
2. How does the group function on a daily basis? Are groupings appropriate?
3. Were the activities appropriate; related to goals; practical?
4. Was the timing, sequence, place, etc. appropriate for activities?
5. Were the methods of staff interaction/intervention appropriate for activities? with the clients?
6. Was the amount of time spent by clients in the program appropriate to achieve the goals or objectives?
7. Was appropriate and adequate feedback provided to both clients and staff?
8. What factors were distracting relevant to accomplishment of the activities and objectives?

LEARNING RESOURCE IV-G

EXERCISE 1: Evaluate at least one lead-up activity which can be accomplished on the school site, using this evaluation tool.

ACTIVITY EVALUATION RECORD

This device is merely a tool which may help you, the counselor, the program director or the camp director, to evaluate activity methods, needs and leadership abilities. By constantly evaluating ourselves and our programs we can improve and in turn help provide a more beneficial and enjoyable camping experience for those we serve.

Kind of activity____

How many staff members were providing leadership for this activity and group?

____

Approximately how many participants?__________________________

Rate the procedure in accordance with the following standards:

1. PHYSICAL SETTING

_____Good: the location for the activity is good or excellent; the area lends itself very well to the activity

_____Fair: the location is satisfactory; it could be better, but this this is okay, perhaps the best setting obtainable

_____Poor: the location is poor; it does not add to the activity; it may detract from it, perhaps a better location could be found

2. CONDITION OF EQUIPMENT

_____Good: the necessary equipment is plentiful; it is in good and usable condition; there is evidence of care and selection

_____Fair: the equipment will do; it is not plentiful; it is in fair condition indicating some lack of care

_____Poor: the equipment is not sufficient or is in such condition that it sharply limits the activity

3: AMOUNT OF LEADERSHIP

_____Good: there is enough leadership participating to operate the activity and give individual help when and if needed

_____Fair: there is enough leadership present to keep the activity running but not enough to give personal help or coaching if needed

_____Poor: there is not enough leadership to enable participants to enjoy or learn from this activity

4. COMFORT OF PARTICIPANTS

_____Good: participants are comfortable; attention has been given to their needs for shade or protection from the weather; they can hear or see clearly what is going on

_____Fair: participants are reasonably comfortable; they can hear or see what happens for the most part

_____Poor: participants are uncomfortable, looking into the sun, located in a windy or noisy spot; they cannot all hear or see what is going on

5. LEADERSHIP METHOD

_____Demanding: leadership method is dictatorial and arbitray and takes the form of commands even though the nature of the activity does not require it (games, etc. expected)

_____Compliance Expected: leadership is not dictatorial or coercive but may demand compliance in matters considered important; optional suggestions may be used occassionally to obtain compliance

_____Cooperation Sought: leadership makes a definite attempt to avoid compulsion and seeks voluntary participation; optional suggestions are frequently made

6. TEACHING METHODS

_____Motivating: leader puts participants "on their own" after a few preliminary suggestions; coach and pupil methods and games used when appropriate; the leader's participation is at a maximum in the beginning and diminishes as the activity progresses

_____Practice With Coaching: leader demonstrates or stages demonstration followed by specific and detailed coaching of participants; games are seldom used

_____Step-by-Step: leader gives step-by-step directions in an activity or project; he may make almost no attempt at motivating; he is more concerned with his teaching pattern than with the learning results

_____Lecture: leader makes a speech--gives little or no demonstration and does not encourage "trying it out"

7. INSTRUCTIONS

_____Very Clear: instructions are specific, simply phrased; participants obviously understand statements

_____Cloudy: participants do not always understand him and occassionally they are confused

_____Complex or Unclear: instructions are inaccurate, fuzzy, completely worded and lack specificity; participants are confused or bewildered

8. GROUP INTEREST

_____Extreme Lack of Interest: group practically ignores activity, engages in horseplay, and may wander away or call for "quits"

_____Average Interest: relaxed attention, watch leader, participate willingly, no prominent signs of disinterest, no particular enthusiasm

_____Enthusiastic Interest: group enters into activity with energy and spirit, all our participation, engrossed interest

9. ACTIVITY INTEGRATION

_____Natural Experience: the meeting of requirements id done in a natural setting; for example: campcraft requirements, such as fire-building, etc. are done as part of a trip

_____Make-Believe: the meeting of requirements is done in a place and in a sequence which simulates reality; for example: the meeting of or preparation for campcraft requirements although following a logical sequence, takes place under relatively artificial conditions such as in an activity area

_____Piece-Meal: the meeting of requirements is done in a series of isolated and unrelated experiences

10. ADAPTATIONS

None are necessary with the group

_____the activity has been adapted beyond the needs of the group; it has lost its similarity to the original activity

_____more adaptations are necessary to permit all to participate on an equal term

11. ACTIVITY PURPOSE

_____Socialization and Participation: individuals are being neglected and are remaining on the fringe of the group

_____Participants are given the opportunity to "do for themselves"; independence and self-reliance are stressed

_____The leaders are impatient and are assisting participants beyond their needs

12 OTHER COMMENTS

Date:______________________________ Signed:____________________

Activity Leader:____

Evaluator:____

UNIT V

EVALUATING

CRITICAL QUESTION:

HOW CAN THE EFFECTIVENESS OF THE OUTDOOR PROGRAM BE MEASURED?

TOWARD AN ANSWER: The ultimate test of any evaluation effort is the extent to which the information gained can be utilized. There is no use evaluating if you fail to have a plan for the effective utilization of the derived information.

Program evaluation must be part of the overall program planning. The evaluation process must relate to both the design of the outdoor program as well as the program's implementation plan. The program evaluation plan centers on the answers to the following questions (taken from Connolly, 1978):

1. Why evaluate the outdoor program? (e.g., do you need to show justification for funding?)
2. Who is the evaluation for? (e.g., is it for administrators, parents?)
3. What questions should the evaluation address? (e.g., skill development, IEP achievement, interpersonal relationships)
4. What resources are available for evaluation? (i.e., are there evaluative tools already available? e.g., sociograms, standard measurement tools)
5. What kind of evidence should be collected? (e.g., audio visual materials, written data)
6. How is the evidence to be collected? (e.g., observation, pre-post tests)
7. How can the evidence be analyzed? (e.g., by consultants, computors)
8. How will the evaluation findings be reported? (e.g., through presentations, parent-teacher meetings, journal articles)

CASE STUDY: Dr. John Cheffers of Boston University studied a class of multi-handicapped children and their teachers before, during and after a resident outdoor education experience. The following summary reports on the techniques used, along with the results of the evaluation.

EVALUATIVE PROCEDURES USED:

1. The Cheffer's Adaptation of the Flanders Interaction Analysis Scale (CAFIAS) was used to describe teacher and student behaviors and the interaction patterns between the two.

2. Individual Reaction Gestalt II (IRGII) is an instrument used to describe student involvement. IRG II was employed to describe the quality and quantity of task involvement by the students.

DESIGN:

Four multi-handicapped students were observed in their classroom on the week before a residential outdoor experience (pre-test), during residence at the outdoor center and two weeks after the outdoor experience back in the classroom (post-test).

RESULTS:

Using the two evaluative techniques (CAFIAS and IRG II), the following results were obtained, in summary:

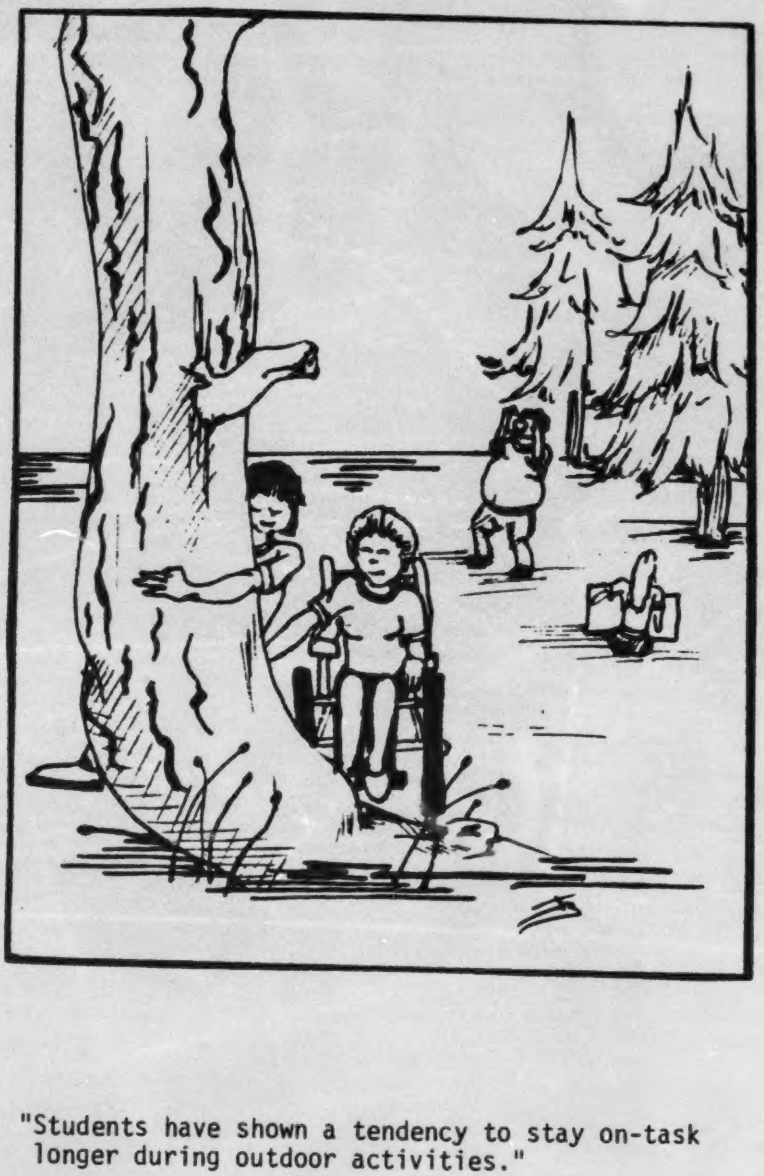
1. all four students were much more involved in the outdoor activities versus the pre and post classroom activities

2. all four students stayed on-task longer in the outdoor setting; this behavior carried over to the classroom post-test

3. positive teacher-student interaction was greatly enhanced during the residential experience; this behavior also carried over to the classroom post-test

4. two students self-initiated tasks much more during the residential experience

5. the teachers exhibited more positive teaching techniques during the residential outdoor program (i.e., sequence of: question asked/encouragement/answer/celebration employed a great deal, teachers gave more praise)



"Students have shown a tendency to stay on-task longer during outdoor activities."

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. **OBJECTIVE**: To formulate performance measures for the outdoor program.

   ACTIVITIES:
   - Complete Learning Resource V-A (Performance Measures Worksheet).
   - Complete Learning Resource V-B (Some Tools For Evaluation).

2. **OBJECTIVE**: To design an evaluation plan for the outdoor program.

   ACTIVITIES:
   - Review Learning Resource V-C (Purposes of Evaluation) (Answer the questions under "Evaluation Design Stages" taken from Connolly, 1978-79).
   - Complete Learning Resource V-D (Program Overview, Instructions Included).
   - Complete Learning Resource V-E (Planning Activities, Instructions Included).
   - Review Learning Resource V-F (Student Questionnaire) and Learning Resource V-G (Parent Questionnaire). Develop your own alternative to these questionnaires.
   - Review Learning Resource V-H (Tips On Evaluating Outdoor Programs).

SELF-TEST

I. What are the three distinct parts of a behavioral objective?

1.

2.

3.

II. What is wrong with the following behavioral objective?

John will share twenty percent of the time.

III. Give three purposes for evaluating the outdoor program:

1.

2.

3.

IV. Provide two evaluation design stages:

1.

2.

V. Give two audiences that need to receive your evaluation data.

1.

2.

VI. What questions should the evaluation address? (regarding your program)

RESOURCES

Gronlund, Norman E. Stating Objectives For Classroom Instruction. Macmillan Publishing Co., Inc., New York, New York, 1978.

Gronlund, N. E. Measurement and Evaluation in Teaching. Macmillan Publishing Co., Inc., New York, New York, 1976.

Gunn, S. and Peterson, C. Therapeutic Recreation Program Design: Principles and Procedures. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1978.

Hartlage, L. C. and Park, D. C. "Criteria for Evaluation of Therapeutic Summer Camping with the Mentally Retarded," Psychology, 4, no. 1 (1967), 2-5.

Mager, R. F. Preparing Instructional Objectives. Fearon Publishers, Palo Alto, California, 1962.

LEARNING RESOURCE V-A

PERFORMANCE MEASURES WORKSHEET

To determine the value of outdoor programs, student behavior must be examined against the yardstick of improved attitudes and performances relative to the accomplishment of Individual Education Plan (IEP) and/or Treatment Plan (TPO) Objectives. Behavioral objectives need to be developed which are measureable to insure that evaluation information is accurate and usable.

A behavioral objective consists of three distinct parts:

1. the conditions; for example: On request John will...
2. the behavior; for example: On request John will identify red...
3. the criteria; for example: On request John will identify red three out of five times.

Additionally, behavioral objectives are best designed when they:

1. require the least amount of behavior that is still representative of the intent of the objective and
2. allows for testing in the most natural setting (e.g. when the activity/experience is taking place)

As you develop behavioral objectives in this worksheet, test them on the following questions (Gunn and Peterson, pp. 136, 137 in Therapeutic Recreation Design: Principals and Procedures).

1. Can you readily identify the behavior that is to be demonstrated by the client to show that he/she has acquired the objective?
2. Can you readily identify the conditions under which the behavior will be demonstrated?
3. Can you readily identify the standard to which the client's behavior must conform?
4. If two staff members looked at this performance measure and a client's performance, could they agree whether or not the standards and limits had been achieved?

ACTIVITY #1

-Generate a behavioral objective from the following goals.

a. to demonstrate cooperative play behavior

Example: John will share (behavior) natural objects on a fifteen (conditions) minute sharing hike 80% (criteria) of the time.

b. to complete simple puzzles

____

____

c. to discriminate the primary colors

____

____

d. to stay in bed all night

____

____

e. to identify five words unique to the outdoor setting (i.e., cabin, sleeping bag, pine cone, etc.)

____

____

ACTIVITY #2

-generate at least three behavioral objectives from the following goal: to demonstrate an increased level of enjoyment, friendliness, and tolerance.

a. ______________________________________

____

b. ______________________________________

____

c. ______________________________________

____

ACTIVITY #3

-Generate behavioral objectives appropriate to your setting and students for the following commonly stated goals of outdoor programming (note: your settings are areas available to you for outdoor activities including classroom, playground, state park, etc.):

a. improved cooperation among students

Example: Bill will share his potting soil in a plant potting activity 100% of the time. (Could be done in classroom.)

b. improved student-teacher rapport

____

____

c. improved parent-teacher rapport

____

____

d. broader diagnostic understanding of students

____

____

LEARNING RESOURCE V-B

SOME TOOLS FOR EVALUATION

Included in this exercise are several evaluation tools that have been utilized to measure the effects of outdoor programming. Complete each step as directed and then proceed to develop an alternative tool for each of the techniques represented.

STEP 1: Choose an activity from the Resource Guide or from Unit One (Learning Resource I-A, Outdoor Educators Can Do It Almost Anywhere). Implement this activity with your students. Choose one student to evaluate using "Tool #1." ("Tool #1" instructions are provided).

STEP 2: Complete "Tool #2" (Student Objective Checklist) drawing from the sources stated in STEP 1.

STEP 3: Implement "Tool #3" with your students after a lesson on the six components of the environment (air, water, soil, animals, plants, and man).

STEP #4: Review "Tool #4" and "Tool #5".

TOOL #1 (INSTRUCTIONS)

1. Student Data: Provide age, disabilities, (physical and mental) along with the severity of such disabilities.

2. Teacher Data: Provide name, address and phone.

3. IEP Objective: Include an objective from the student's Individual Education Program. (i.e., behavioral objective, individual implementation objective, etc.)

4. Activity: List an activity that you feel would aid in the achievement of the IEP objective stated in #3.

   Example: to match primary colors
   Example: Discovery
   Format: Prepare a colorcard: pockets of rainbow colored paper stapled to cardboard. Explain to students that they are to find things (natural) the can insert in the matching pockets.

5. Activity Setting: Explain where activity took place (i.e., school classroom, playground, vacant lot across from school).

6. Rationale For Using Activity: Explain why you chose this activity as a medium to achieve the IEP objective (#3).

   Example: Billy has had a difficult time matching primary colors in classroom activities.

7. Activity Was A Success: Circle correct answer, proceed as directed.

8.	Success Without Applications:	The activity was successful without use of any adaptations. Explain why the activity was a success (i.e., how did the student respond). Example: Billy has had a hard time matching primary colors in the classroom. When we implemented this activity, Billy was 70% accurate in matching the natural materials to the colors; this is far beyond his success rate in the classroom.
9.	Success Using Adaptations:	Explain how you had to alter activity in order to obtain success. Example: Since there were not enough primary colored objects we had to distribute several natural objects that were of the primary color.
10.	Unsuccessful:	Explain why the activity was not a success. Example: This activity was too easy for the level of my students.
11.	Suggested Alternative Activities:	Describe any alternative activities that you feel could be utilized to reach the IEP objective stated in #3.
12.	Additional Comments:	Any additional comments.

TOOL #1

ACTIVITY EVALUATION FORM

(1) STUDENT DATA: AGE____________

DISABILITIES (PHYS.)______

(MENT.)______

(OTHER)______

(2) TEACHER DATA: NAME__________

SCHOOL__________

ADDRESS__________

PHONE__________

(3) IEP OBJECTIVE

____

____

____

____

(4) PRIMARY SKILL AREA

____COMMUNICATION

____INDEPENDENT LIVING

____LEARNING

____SOCIAL

(5) ACTIVITY

____

____

____

____

(6) ACTIVITY SETTING

____

____

____

(7) RATIONALE FOR USING ACTIVITY

____

____

____

ACTIVITY WAS: (8) SUCCESS WITHOUT ADAPTATIONS (EXPLAIN)

____

____

____

(9) SUCCESS USING ADAPTATIONS (EXPLAIN)

____

____

____

(10) UNSUCCESSFUL (EXPLAIN)

____

____

____

(11) SUGGESTED ALTERNATIVE ACTIVITIES

____

____

____

(12) ADDITIONAL COMMENTS:____________________________

TOOL #2

STUDENT OBJECTIVE CHECKLIST INSTRUCTIONS

1. Name - A space for the students name is provided on Tool #2.

2. Student Objectives (IEP) Refocused for the Outdoor Program - Include here, two to five objectives for the student. The objectives should be components taken from the IEP or TPO which you feel can be worked on particularly well using outdoor activities. Re-write these objectives relating them to the outdoor activities. For example:

   John will share natural objects during three outdoor activities (i.e., sharing hike, s'mores making, etc.) 75% of the time.

3. Activities - List here actual outdoor education activities which will aid in the achievement of the student objective listed above (can be taken from the Resource Guide or from Unit One Learning Resource I-A: Educators Can Do It Almost Anywhere).

   For example:

   Sharing Hike - students go on a nature hike: the first person in the line picks up a natural object and passes it down the line. Front person then goes to the back of the line and everyone move up.

4. Student Evaluation - Note the key provided on Tool #2. Place the symbol which best describes the quality of the students performance on each activity listed in (c).

5. Comments/Recommendations - Comments may include: John did not feel well today, therefore, his performance was affected or John shared exactly 50% of the time on the sharing hike. A recommendation might include: John is getting all (+) symbols and seems to accomplish this activity with little effort; this activity should be replaced by a more difficult one.

TOOL #2

STUDENT OBJECTIVE CHECKLIST

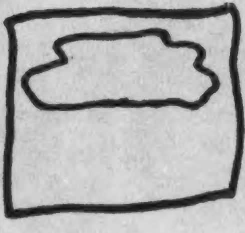
a. Student Name________________________

Key:
NA=not applicable
-=not achieved
o=poorly achieved
*=adequately achieved
+=fully achieved

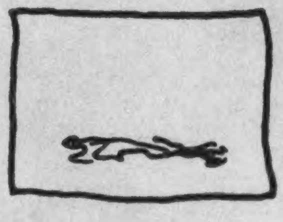
b. Student Objectives (IEP) Refocused for outdoor (based) Education Program	c) Outdoor Activities	d) Student Evaluation	e) Comments/Recommendations
1.	I		
	II		
	III		
2.	I		
	II		
	III		
3.	I		
	II		
	III		
4.	I		
	II		
	III		
5.	I		
	II		
	III		

TOOL #3

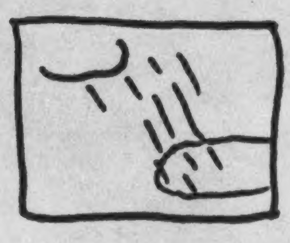
Draw the six components of your environment - separeately or together in 1 picture.



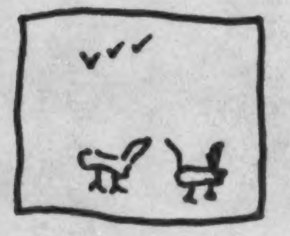
Air____



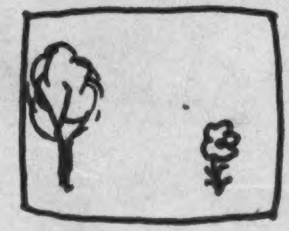
Soil ____



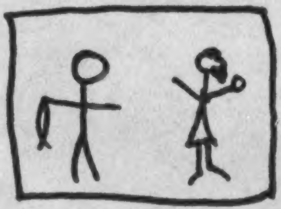
Water ____



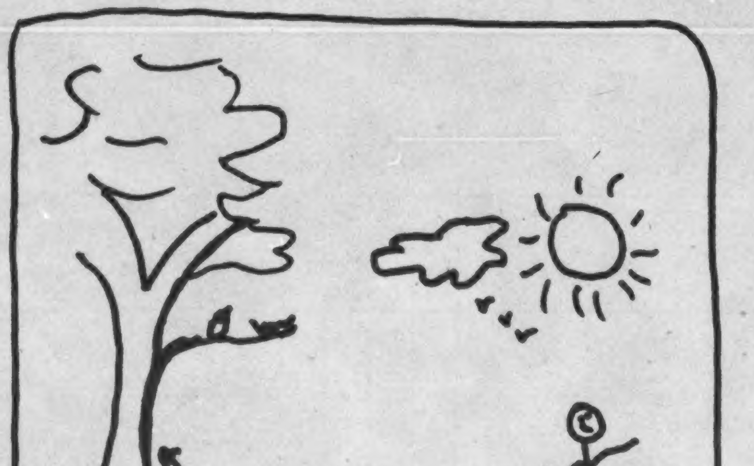
Animals____



Plants____



Man_____



Total Environment

TOOL #4

Students Name________________________________ Date______________

The teacher will need to list the objectives for her own particular group. Check appropriate box.

EDUCATIONAL OBJECTIVES	Did	Did	Did	Tried	Didn't	Comments
1. Each student should observe, using as many senses as practical, the six major parts of the environment (or the effect of one part on another).						
2. Each student should observe several different soils.						
3. Each student should observe several different aspects of the atmosphere.						
4. Each student should observe water in several areas.						
5. Each student should observe several different plants.						
6. Each student should observe several different animals or signs of animals.						
7. Each student should observe man's activity in the out-of-doors.						
8. Each student should observe environment as whole-'Web of Life' ecology-interdependency of all six components.						

TOOL #5

The following questions are merely samples. Each teacher's test will need to be made up according to his/her student's, to his/her curriculum and to his/her methods of teaching. Some of the following questions may duplicate information in different types of questions. Some will be elementary, others will be more advanced.

1. List the different forms of water.

2. Use each of the following vocabulary words in a sentence:

cloudy	insect	clay
litter	puddle	environment
fern		

Use words your students are learning.

3. Which one of the following belongs to the component Air? Circle.

humus	pond	mammal
flower	smog	road

4. List the rules regarding the sense of taste.

5. List the six components of our environment.

a.	b.	c.
d.	e.	f.

6. Match colum A with Colum B; 2 from Colum B per Colum A.

A

1. Air _____,_____
2. Soils _____, _____
3. Water _____,_____
4. Plants _____, _____
5. Animals _____, _____
6. Man _____, _____

B

a. puddle
b. root
c. rainbow
d. humus
e. seed
f. worm
g. stream
h. litter
i. clay
j. pollution
k. cloud
l. insect

LEARNING RESOURCE V-C

PURPOSE OF THE EVALUATION

Some examples of purposes for evaluating outdoor education programs:

1. EVALUATING TO IMPROVE YOUR PROGRAM.
    a. to improve methods of placing clients in various activity programs
    b. to measure the effect of your program or the extent of client progress in your program
    c. to assess the adequacy of goals
    d. to measure staff effectiveness
    e. to identify effective instructional, leadership or facilitation techniques
    f. to measure resource effectiveness, i.e., materials, supplies, equipment or facilities
    g. to analyze activity materials

2. EVALUATING TO JUSTIFY YOUR PROGRAM OR TO SHOW ACCOUNTABILITY.
    a. to justify budget or expenditures
    b. to show the need for increased funds
    c. to justify staff, resources, facilities, materials, etc.
    d. to justify program goals and procedures
    e. to account for program practices
    f. to compare program outcomes against program standards

3. EVALUATING TO DOCUMENT YOUR PROGRAM IN GENERAL.
    a. to record client attendance and progress
    b. to document the nature of client involvement and interaction
    c. to record data on clients who drop out and those who complete the program
    d. to document the major program accomplishments
    e. to list program weaknesses expressed by staff or others
    f. to list leader/therapist functions and activities
    g. to describe the context or atmosphere of the treatment setting
    h. to file supportative statments and testimonies about the program

EVALUATION DESIGN STAGES

1. List the purpose for the evaluation (why evaluate?).
2. List the audiences (who is the evaluation for?).
3. Identify the Evaluation Questions.
4. Identify the information needed and the method of collection.
5. Determine how the information is to be analyzed.
6. Determine how evaluation findings will be reported and utilized.

LEARNING RESOURCE V-D

PROGRAM OVERVIEW INSTRUCTIONS

It is very important to evaluate the process or formative steps towards developing an outdoor program. The following gives a design for evaluating the different steps during your outdoor programs implementation.

A. PROGRAM PURPOSE STATEMENT: You must have a purpose for implementing your outdoor program. Provide a general purpose statement regarding your outdoor program.

Example: The purpose of our outdoor program is to practice motor and social skills in the out-of-doors.

B. PROGRAM GOALS: Program goals might include such elements as: administration, parents, activities of daily living, communication, etc. More specific examples are: improved student-teacher rapport, respite for parents, improved parent-teacher communication, improved teacher-administration communication, etc.

Example: To improve motor and social skills by going through an obstacle course three times a week for six weeks.

C. RELATED PROGRAM COMPONENTS/ACTIVITIES: List the components of activities of your program which will be utilized to achieve particular goals.

Example: Prepare obstacle course and/or pre-test the students.

D. SUCCESS RATIO 1 TO 4: Plot the success of the component or activity using the key provided.

E. REMARKS/SUGGESTIONS: List here your comments related to the success or failure of the component or activity.

Example: Had to make the obstacle course shorter than usual due to space limitations.

PROGRAM OVERVIEW

a) Program Purpose Statement

____

____

____

b) Program Goals	c) Related Program Components/Activities	d) Success Rating 1 to 4	e) Remarks Recommendations

Key: 1=not achieved
2=poorly achieved
3=adequately achieved
4=fully achieved

LEARNING RESOURCE V-E

PLANNING ACTIVITIES

A. ACTION

Describe the actions you are going to implement as steps in the development of your program. (Date each action.)

Examples: parents meeting, transportation arrangements, student orientation and selection criteria.

Include all planning actions.

B. RESPONSE

Include here both positive and negative outcomes resulting from actions.

Examples: parents want to know how the care of the students will be structured during the night

A positive example:

after checking into commercial transportation, it was found to be less expensive than using the school district bus.

C. SUGGESTIONS

State here other methods or alternatives which you could undertake to solve a negative response.

Example: during the next meeting the parents will be shown a chart which describes staff duties during cabin or tent duty (night care)

PLANNING ACTIVITIES

a) Action (date)	b) Response	c) Suggestions
1.		
2.		
3.		
4.		
5.		

LEARNING RESOURCE V-F

STUDENT QUESTIONNAIRE

Please complete the following questionnaire as soon after the demonstration program as possible. The first three questions are the most important; try and get a response from each student regarding these three questions. Please list the method used in administering the questionnaire.

1. What did you like at camp? (what made you happy, activities)

2. What did you dislike about camp? (what made you sad, activities)

3. Would you like to go to camp again? Use comparisons:
   -would you like to go to camp or school?
   -would you like to go to camp or church?

4. Do you think your brothers and sisters would like to go to camp?

5. Any additional questions the teacher might think of.

Potential Techniques:

1. Tape-record evaluative sessions for future play-backs.
2. Use pictures/slides of the outdoor experience to assist in questioning.

LEARNING RESOURCE V-G

PARENT QUESTIONNAIRE FOLLOWING A RESIDENTIAL OUTDOOR EDUCATION EXPERIENCE

By answering the following questions you will be assisting us in finding out if outdoor education, recreation and camping does in fact supplement the overall learning of students with special needs. Please answer the following questions as thoroughly as possible.

1. What new feelings were expressed by your child/youth regarding the experience? (i.e., talks about camp all the time; gets excited when someone mentions camp, etc.)

2. What changes have you noticed in your child/youth since returning from the experience? (i.e., new emotions, new attitudes, etc.)

3. What new skills did your child/youth acquire since returning from camp? (i.e., use of eating utensils, toileting behavior, better ability to catch ball, etc.)

4. What new interests has your child/youth displayed since returning from the experience? (i.e., hobbies, new games, new activities, etc.)

5. Explain your feelings regarding your child's/youth's participation in an outdoor education, recreation and camping program.

6. Do you think that outdoor education, recreation and camping should be a part of your child's/youth's Individual Education Program (IEP)?

   If not, why?

LEARNING RESOURCE V-H

TIPS ON EVALUATING OUTDOOR PROGRAMS

1. As an outdoor leader, hold evaluation meetings with your staff during the residential outdoor experience. After lights out is a good time for these meetings (also, hold periodic evaluation meetings at school to discuss outdoor programs/activities you are implementing on an ongoing basis at school).

2. Require all staff involved in your outdoor program to submit summary reports after a residential experience (periodic summary reports can be handed in on ongoing outdoor programs). The summary report should include accomplishments, problems and recommendations.

3. Always hold a follow-up evaluation meeting with all staff and students (if appropriate) after a residential experience.

   A Sample Format Might Include:

   -dinner

   -small group discussions on pros and cons of program

   -large group discussions (each group reports)

   -recommendations for future programs

ADDITIONAL

RESOURCES

ADDITIONAL RESOURCES

Angier, Bradford. Field Guide To Edible Wild Plants. Stackpole, 1974. Available through ACA, Bradford Woods, Martinsville, Indiana, 46151.

Auld, Margaret and Ehike, Graceann. Guide to Camp Nursing. American Camping Association, Bradford Woods, Martinsville, Indiana, 46151.

Bachert, Russell and Snooks, Emerson. Outdoor Education Equipment. Interstate Printers, 1974. Available through ACA.

A complete book of outdoor education equipment. Each piece is illustrated with a detailed line drawing along with its purpose and explanation for use.

Brown, Vinson. Knowing the Outdoors In The Dark. Collier, 1972. Available through ACA.

Brown, Vinson. Reading the Woods. Collier, 1969. Available through ACA.

Buell, Larry. Leaders Guide To The 24-Hour Experience. Environmental Awareness Publications, 1978. Available through ACA.

Camp Program Ideas. Recreation Department of San Diego State University, San Diego, Ca., 1977.

Cary, Bob. Winter Camping. Stephen Greene Press, 1979. Available through ACA.

Chase, Richard. Old Songs & Singing Games. Dover Publications, N. Y., 1972. Available through ACA.

Curtis, Natalie. The Indian's Book. Dover Publications, N. Y., 1974. Available through ACA.

Easter Seal Guide to Special Camping Programs. National Easter Seal Society, 1968. Available through the American Camping Association, Bradford Woods, Martinsville, Ind.

Eggert, Richard. Backpack Hiking: The First Step. Stackpole, 1977. Available through ACA.

A great book for the beginning backpacker. Includes information on equipment, food and cooking, health and health problems, ethics, and appreciation for the out-of-doors. A good start.

Eisenberg, Helen & Larry. The Handbook of Skits & Stunts. Follett, 1953. Available through ACA.

Fiarotta, Phyllis. Snips & Snails & Walnut Whales - Nature Craft For Children. Workman Pub. Co., N. Y., 1975.

Fieldbook. Boy Scouts of America, North Brunswick, N. J., 1976.

Fluegelman, Andrew (Editor). The New Games Book. Dolphin Books, Doubleday & Co., Inc., Garden City, N. Y., 1976.

Included are games old and new with an emphasis on participation versus competition. These games can be adapted for all, with a little ingenuity. The motto of New Games is "Play hard, play fair, nobody hurt."

Geffen, Allice. A Birdwatchers Guide To The Eastern United States. Barron's, 1978. Available through ACA.

Gibbons, Euell. Stalking the Wild Asparagas. Mckay, 1962. Available through ACA.

Golden Nature Guides. Golden Press, Inc., N. Y., N. Y.: Birds, Butterflies & Moths, Insects, Stars, Trees, Rocks & Minerals, Flowers, Fish, Non-Flowering Plants, Pond Life, Weather, Weeds, Land Forms, Ecology, Light & Color, Geology. Available through ACA.

Hammerman, Donald R. and Hammerman, William M. Teaching In The Outdoors. Burgess Publishing Company, Minneapolis, Minn., 1973.

Hammett, Catherine T. The Campcraft Book. American Camping Association, Bradford Woods, Martinsville, Ind., 1980.

Hart, John W. & Turner, Jessie M. Self-Earth Ethic (available in four levels: Level 1, Level 2, Level 3, Level 4). Danville, Illinois: The Interstate Printers & Publishers, Inc. Available through ACA.

Hawkinson, John. Collect, Print and Paint From Nature. Whitman, 1963. Available through ACA.

Hillcourt, William. The New Fieldbook of Nature Activities & Hobbies. G. P. Putnam's Sons, New York, N. Y., 1970.

Hunt, Ben A. The Complete How-To Book of Indian Craft. Collier, 1973. Available through ACA.

Shows actual techniques and designs for Indiancraft activities. No special tools are needed. Covers beliefs and traditions of American Indians.

Kals, W. How To Read The Night Sky. Doubleday, 1974. Available through ACA.

Kinmont, Vikki and Axcell, Claudia. Simple Foods For The Pack. Charles Scribner's Sons, 1978. Available through ACA.

Kjellstrom, Bjorn. Be Expert with Map and Compass. Silva, 1976. Available through ACA.

Klots, Alexander B. A Field Guide To The Butterflies. Boston, Ma.: Houghton, Miffin Co., 1951. Available through ACA.

Knoll, Anne. Food Service Management. McGraw Hill Publishers, 1976. Available through ACA.

Knobel, Edward. Identify Trees and Shrubs By Their Leaves. Dover, 1972. Available through ACA.

Linsley, Leslie. Wildcrafts. Doubleday, 1977. Available through ACA.

Lyman, Tom. Bouldering and Outcrop Climbing. Stephen Greene Press, 1978. Available through ACA.

Martin, Alexander C., Zim, Herbert S., Nelson, Arnold L. American Wildlife and Plants. Dover Publications, N. Y., 1961. Available through ACA.

Mason, Bernard S. Woodcraft and Camping. Dover, 1974. Available through ACA.

Mason, Bernard. Drums, Tom-Toms and Rattles. Dover Publications, N. Y., 1974. Available through ACA.

McNair, Robert E. Basic River Canoeing. American Camping Association, Bradford Woods, Martinsville, Indiana, 1969.

Murie, Olaus J. A Field Guide To Animal Tracks. Boston, Ma.: Houghton, Miffin Co., 1954. Available through ACA.

Musselman, Virginia W. Learning About Nature Through Crafts. Harrisburg, Pa.: Stackpole Books, 1969.

Nickelsburg, Janet. Nature Activities For Early Childhood. Addison, Wesley Publishing Co., Menlo Park, Ca., 1976.

This book includes nature activities which are simple and usable for all students. The experiences go beyond the traditional. Little changes need to be made for adaptation.

Outdoor Living Skills Instructor's Manual. American Camping Association, Bradford Woods, Martinsville, Indiana, 1979.

Pearse, Jack. Campfire Programs With Jack Pearse. Jack Pearse, Ltd., 1980. Available through ACA.

This valuable book contains specific program activities for campfire programs as well as the theory and philosophy behind such programs. Suggestions for successful song leading, games leadership, and a checklist for planning are also included.

Peterson, Roger Tory. A Field Guide To Western Birds. Boston, Ma.: Houghton Miffin Co., 1961 Available through ACA.

Peterson, Roger Tory. A Field Guide To The Birds. Boston, Ma.: Houghton Miffin Co., 1947. Available through ACA.

Also available from the same Author (Roger T. Peterson) and address: American Camping Association, Bradford Woods, Martinsville, Indiana are:

A Field Guide To Wilflowers.
A Field Guide To The Ferns.

Reifsnyder, William F. Weathering the Wilderness. Sierra Club Books, 1980. Available through the American Camping Association.

Provides detailed information on weather conditions which may be encountered in the out-of-doors. This book is a highly educational resource which can be utilized to teach weather. Students can be involved in the prediction of weather prior to the outdoor experience.

Robb, Gary. The Camp Food Service Supervisor. Project REACH, 1979. Available through ACA.

Robb, Gary. The Camp Secretary. Project REACH, 1979. Available through ACA.

Robb, Gary. The Camp Maintenance Supervisor. Project REACH, 1979. Available through ACA.

Rohnke, Karl. Cowstails and Cobras. A Guide to Ropes Courses, Initiative Games and Other Adventure Activities. Project Adventure, 775 Bay Road, Hamilton, Ma., 1977.

This book includes information on ropes courses, initiative games, and adventure activities as they relate to the development of: personal confidence, mutual support within a group, increased level of agility and coordination, and an increased familiarity and identification with the natural world. Provides a variety of experiences which can be easily adapted for all handicapped individuals.

Skinner, Rulon D. Basic Canoeing Techniques. Brigham Young University Press, Provo, Utah, 1975.

Includes a step-by-step process for learning the basics of canoeing. Both picture and words enable the learner to visualize the essentials of canoeing. Contained are basic strokes, skills, and maneuvers.

Simpson, Benjy. Initiative Games. Benjy Simpson, 110 Hampton Court, Butler, Pa., 1978.

Slizak, Edward J. 1,000 Recreation Programs and Leadership Ideas. Oregon State University, Corvallis, Oregon: O. S. U. Book Stores, Inc., 1976.

Smith, Hobart. Amphibians of North America. Western Publishing, 1978. Available through ACA.

Stokes, Donald W. A Guide To Nature In Winter. Little, Brown, 1976. Available through ACA.

An introduction to the natural world in winter. Includes a key to field identification of things seen in the winter, and a natural history description of each item.

Swan, Malcolm D. Tips and Tricks in Outdoor Education. The Interstate Printers and Publishers, Inc., Danville, Illinois, 1970.

Teaching Orienteering. Silva Company, 1975. Available through ACA.

Thomas, Dian. Roughing It Easy. Warner Communications Company, 75 Rockefeller Plaza, New York, N. Y., 1977.

Thomas, Dian. Roughing It Easy 2. Warner Communications Company, 75 Rockefeller Plaza, N. Y., N. Y., 1977.

Van Der Smisson, Betty & Goering, Oswald. A Leader's Guide to Nature Oriented Activities. Ames, Iowa: The State University of Iowa Press, 1974.

Van Matre, Steve. Acclimatization. American Camping Association, Bradford Woods, Martinsville, Ind., 1972.

Van Matre, Steve. Sunship Earth. American Camping Association, Bradford Woods, Martinsville, Ind., 1979.

Van Matre, Steve. Acclimatizing. American Camping Association, Bradford Woods, Martinsville, Ind., 1974.

All three of these books are designed to enhance the participants understanding of his/her relationship with the natural world. Included are activities that promote sharing, sensing, awakening and understanding via the use of the out-of-doors. These activities are extremely adaptable with all students who may have a handicap or disability. A must for any outdoor programmer.

Vogt, Bill. How To Build A Better Outdoors. David Mckay, 1978. Available through ACA.

Watts, May. Winter Tree Finder. Nature Study Guild, 1963. Available through ACA.

Watts, May. Master Tree Finder. Nature Study Guild, 1963. Available through ACA.

Wigginton, Elliot. The Foxfire Book. Anchor Press, Garden City, N. Y., 1972. Available through ACA.

Wigginton, Elliot. Foxfire 2. Anchor Press, Garden City, N. Y., 1973. Available through ACA.

Wigginton, Elliot. Foxfire 3. Anchor Press, Garden City, N. Y., 1945. Available through ACA.

Wigginton, Elliot. Foxfire 4. Anchor Press, Garden City, N. Y., 1977. Available through ACA.

Wilkerson, James A. (Editor) Medicine for Mountaineering. Mountaineers, 1979. Available through ACA.

This book covers the treating of accidents and illness in the out-of-doors. This handbook can be utilized as an educational tool, teaching preventative first aid to students.

Robb, Gary M. The Bradford Papers: Proceedings from the 1980 Institute on Innovations in Camping and Outdoor Education with Persons Who are Disabled. Indiana University, Volume I, 1981.

ADDITIONAL FILMS/RECORDS

The following films are available through the American Camping Association, Bradford Woods, Martinsville, Indiana, 46151:

Wild Plants To Eat by Jack Darnell.

This is a narrated color slide program which shows forty common plants. Contains 50 slides with a cassette tape and beep tone for slide advancement. Cost is $29.95. (Rental)

Backpacking by the Great American Film Factory.

Includes rules on safety, ecology, and trail manners along with a "how to" format loaded with information. Great introduction to backpacking. Cost is $35.00. (Rental)

Mountaineering by the Great American Film Factory.

This program illustrates climbing (not a "how to") and deals with living amongst nature rather than its conquest. Cost is $35.00. (Rental)

Camping by the Great American Film Factory.

The focus of this film is on the areas of shelter and cooking. The rules of safety and ecology are stressed. Set in a "how to" format. Cost is $35.00. (Rental)

OBIS Film. University Extension Media Center (UNEX). 2223 Fulton St., Berkeley, Ca., 14720. (415-642-0460) 15 minute, color film. Cost is $15.00 (Rental)

Concept Development Through Outdoor Play. 16mm. Campus Film Distributors, 2 Overhill Road, Scarsdale, N. Y.

"The Tree." Film. Churchhill Films, 662 North Robertson Blvd., Los Angeles, Ca.

What Is Ecology. Sound Filmstrip. Prentice-Hall, 150 White Plains Rd., Tarrytown, N. Y.

The following films/slides can be rented from the following address:

Academic Support Center
Film Library Scheduling
505 East Stewart Road
Columbia, Missouri 65211
(314) 882-3601

Inexpensive Outdoor Education Techniques by John Carter

Instructional series to present step-by-step preparation of inexpensive materials to be used in outdoor education programs. Color, 31 minutes, slide/cassette. Cost is $7.00. (Rental)

Canadian Summer

Normalization of mental handicapped youth through outdoor recreation participation. Color, 23 minutes, 16mm. Cost is $7.00. (Rental)

OUTLINE FOR CONDUCTING AN INSERVICE TRAINING WORKSHOP

(For Introducing Outdoor Education To Personnel Involved In The Education Of Children With Disabilities)

INTRODUCTION

The following sample workshop outline is designed for primary planners (special education teachers, recreational therapists, adaptive physical education teachers), or those who have the major responsibility for the planning and implementation of the outdoor program. The contents can be utilized, however, in part or whole for introducing the concept of outdoor education to administrators, parents, fellow-teachers and students. This sample training workshop exemplifies a two night, three day program which can easily be tailored to fit time constraints ranging from one-half day to a five day period. It is essential that the workshop leader assess the needs and abilities of the individuals she/he hopes to train, in order to utilize the time provided for such training effectively and efficiently.

GENERAL SUGGESTIONS

-Twenty-five participants is a good number to work with in a training workshop.
-Recruit as many qualified leaders as possible; it makes the training more effective.
-Require workshop participants to stay overnight at the workshop site since much of the programming occurs at night (if the workshop is scheduled for an overnight).
-An effective time period for a workshop is from: Thursday evening (arrival) to Saturday after lunch (departure).
-Make sure there is a proper balance between actual "hands on" sessions and conceptual sessions.
-It is beneficial to have the workshop at the site where you hope to take your students/clients.

SAMPLE FORMAT

THURSDAY

4:00 p.m.
-Participants arrive and register
-Workshop staff assign participants rooms/cabins/tents
-Materials are given to participants
-Tour of facility should be included

5:30 p.m. Dinner/songs/stories/skits

6:30 p.m. to 7:30 p.m.
-Introduction to outdoor education. For content use Unit I (Defining) and Unit II (Introducing). Also, the Definition of Key Terms Section.
-Could also use a film or slide/tape of your choice (see Additional Resources Section).

8:00 p.m. to 9:00 p.m.
-Group activities

NOTE: The following activities can be used to promote group cohesiveness among workshop participants. During this time fun should be stressed, it is not necessary to analyze activities as to their effectiveness with handicapped students at this point in the workshop. Have fun!

New Game - Group assembles in a circle. Pick a person randomly; this person does something (somersault, crazy expression, etc.) and gives group his/her name. Next person imitates what first person did and gives that person's name, then does something crazy and gives their own name. Each person, in turn, imitates all preceding actions and names.

Line Up By Height - Group members are given the names of animals to portray. While blindfolded their challenge is to line up by the heights of their animals against a wall.

Blind Polygon - The object is for a group of any size, wearing blindfolds, to form a perfect square, triangle, pentagon, etc., while blindfolded using a 75' - 150' piece of goldline. All participants must have at least one hand on the rope at all times. When the group believes the task is accomplished, they are to stand in position and remove their blindfolds.

FRIDAY

8:00 a.m. Breakfast/songs/stories/skits

9:00 a.m. to 10:45 a.m. -Environmental Awareness
The following activities can be implemented during this session

Warm-Up - Always start with warm-up activities/exercises. These experiences help the planner start thinking about the natural environment and helps them overcome the anxiety of getting sweaty and dirty.

Start with the following:

Animal Movements - Try and move like an inchworm: bend over until your hands touch the floor in front of you---rest hands and feet---slowly bring your feet up as close as you can to your hands---inch your hands forward. A cricket: squat and spread your knees-put your arms between your knees---grasp the outside of your ankles with your hands. DO YOU KNOW ANY? (To followup, observe how a variety of animals move. Use hand lens to watch insect movement.)

Part The Sky - Face the sun, look for hole in clouds, put hands in prayer-like position. Push hands through hole in sky and part the clouds. Bring out the sun!

Comfortable Positions - (prone position, right hand on the ground first, left hand on top, then the chin; get students used to the dirt).

Return To Soil Position - (pone position, hands beside trunk with palms up, nose down, take deep breaths).

-Awareness Activities; Try the following (see Resource Guide):

Adopt-A-Tree
Quadrant Study
Sensory Hike
Whats In There
Apartment Complex

11:00 a.m. to 12:15 p.m. -Rationale Building Activity (for content see Unit II: Introducing).

12:30 p.m. to 2:00 p.m. Lunch/free time

2:30 p.m. to 4:30 p.m.	-Adventure Activities; try the following (see Resource Guide, especially Adventure Section). Trust Walk Natural Obstacle Pancake Roll Ropes Course (if available) Initiatives Course (if available)
5:00 p.m. to 7:00 p.m.	Cookout Supper (see Resource Guide for menu).
7:30 p.m. to 8:30 p.m.	-Analyzing Outdoor Activities (for content see Unit III (Individualizing) and Unit I (Learning Resource I-A) also Resource Guide (Analyzing Activity Section)).
9:00 p.m. to 10:30 p.m.	-Night Hike (see Resource Guide)

SATURDAY

8:00 a.m.	Breakfast/songs/stories
9:00 a.m. to 10:00 a.m.	-Resources Review (see Resource Section of Resource Guide; have several resources available).
10:15 a.m. to 12:00 noon	-Planning session for participants. Brainstorm ideas of how to start outdoor program. Answer questions they may have in getting started.
12:30 p.m.	Lunch/songs/stories
1:30 p.m.	Wrap-Up (questions/answer session)